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ABSTRACT

Over 50 professors in the California State University (CSU) system provided testimonies concerning the ways they have introduced law-related education concepts, materials, and methods into their courses, especially those classes in which future teachers are present. Incorporation of law-related education (LRE) in the various stages of the teacher preparation curriculum within the CSU system is the major goal of the Civic Education Enhancement Project. The statements are each two pages long and include (1) an abstract, (2) a statement of the course objectives and how some aspect of LRE fits logically within the course structure, (3) a review of the way(s) students actively participated in the lesson or unit of study, (4) a description of tasks assigned by the professor to enable students to demonstrate their application of LRE content, and (5) a summary of evaluations of the modification conducted by the professor and/or the students based on observations, comments, ratings, and inventories. The statements are presented in three groups representing the academic fields of education, humanities, and social sciences. A few of the topics covered are (1) free speech in schools, (2) computer ethics, (3) legal rights and responsibilities of teachers, (4) teaching the U.S. Constitution, (5) juvenile justice, and (6) religious conviction and personal values versus public education. (JB)

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LAW-RELATED EDUCATION IN UNIVERSITY CLASSROOMS

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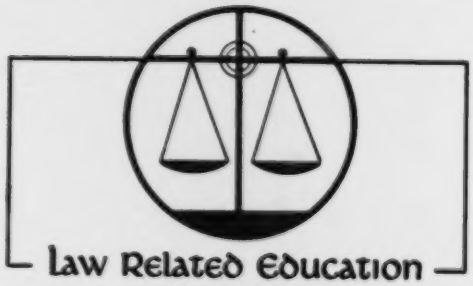

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LAW-RELATED EDUCATION

IN

UNIVERSITY CLASSROOMS

EXAMPLES OF WAYS PROFESSORS IN THE CALIFORNIA STATE UNIVERSITIES HAVE INCORPORATED LAW-RELATED EDUCATION CONTENT, MATERIAL AND METHODS INTO THEIR CLASSROOM TEACHING

THE CULMINATION DOCUMENT OF THE
CSU CIVIC EDUCATION ENHANCEMENT PROJECT (CEEP)

Acknowledgements

This publication is the culmination document of the Civic Education Enhancement Project (CEEP), a three year pilot program which assists selected professors within the California State University (CSU) system to introduce instruction about law-related education to students preparing to become teachers of social studies in grades K-12.

During 1987-88 CEEP received major support from the Law-Related Education Program of the United States Department of Education (Grant No. G008745288). This grant focused specifically on activities leading to the development and publication of this volume.

In the two previous years, 1985-87, CEEP was supported largely by the Fund for the Improvement of Postsecondary Education (FIPSE Grant No. G008541017). CEEP's three basic instructional books listed in the Appendix were developed during this period, and some 400 faculty across the CSU were introduced to law-related education as an instructional approach.

Throughout its three year pilot period and in the two preceding years of pre-project development, the CEEP idea and program have had continuous encouragement and support from the host campus, California State University, San Bernardino, and the Chancellor's Office of The California State University.

The CEEP staff for this past year is responsible for the planning and campus faculty development workshops preparing for this document, along with its compilation, editing and production:

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July 1988

CSU CIVIC EDUCATION ENHANCEMENT PROJECT
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PREFACE
LAW-RELATED EDUCATION IN UNIVERSITY CLASSROOMS

This is a book about teaching. Some fifty professors in the California State University (CSU) system have made contributions to it. They offer their statements as points of departure to be shared with others who are interested in promoting student activity and participation in their teaching.

The professors' statements deal with ways they have introduced law-related education concepts, materials and methods into their courses, especially those classes in which future teachers are present. Incorporation of law-related education (LRE) in the various stages of the teacher preparation curriculum within the CSU is the major goal of the Civic Education Enhancement Project (CEEP).

Law-related education is a curricular entity characterized by methods and materials which provide participatory and inquiry experiences for learners in examining the law, the legal process, the legal system and the basic values and concepts underlying these, particularly as they are embodied in the United States Constitution. LRE provides a needed enhancement for civic education in grades K-12 -- a function of schools nationwide -- to help produce graduates who will function as autonomous citizens in a democratic society.

The CEEP staff, acting under the terms of the proposal for this project granted by the United States Department of Education, asked the contributors to prepare their statements within a two-page limit using the following format:

1. Abstract

   A summary of the statement to follow.

2. How Law-Related Education Can Fit Into the Course Curriculum

   A statement of the course objectives and how some aspect of LRE fits logically within the course structure.

3. Student Inquiry and Participation

A review of the way(s) students actively participated in the lesson or unit of study; Particular emphasis was placed by the CEEP staff in campus briefing workshops upon the methods of case-study, role-taking, simulation, discussion and debate, which are teaching strategies generally associated with LRE teaching. The underlying purpose here, of course, was to provide future teachers with opportunities to observe some of their university professors use the teaching methods which they themselves would be encouraged to employ subsequently in their own student teaching experience.

4. Follow-up Application

A description of tasks assigned by the professor to enable students to demonstrate their application of LRE content.

5. Evaluation

A summary of evaluations of the modification conducted by the professor and/or the students based on observations, comments, ratings, inventories, etc.

Even with this imposed format there is considerable variety in the statements. This is due in part to the fact that contributors are drawn from the fields of Education, Humanities, Social Sciences. These are academic areas which play important parts in preparing credential candidates to be effective teachers of civic education -- a mandate in California, as well as other states, for social studies instruction in grades K-12.

There is variety also in the topics or foci of the teaching modifications. The CEEP staff did not ask contributors to develop their modifications around any specific, common topic, since part of this project was to see what interpretations of the definition of law-related education, stated in the third paragraph of this preface, emerged from the fertile minds of the professors.

Hence, readers will find subsequent statements ranging from specific constitutional issues, through laws controlling some aspect of human behavior to ways to assist and encourage student teachers to develop democratic decision making among their students through cooperative learning techniques. It was the intent of the proposal that all of these be given due consideration -- that is, solid lessons about the Constitution are appropriate, but so are demonstrations of ways to develop classrooms which model democratic principles embodied in the Constitution -- the latter, of course, being the theme of the three "Applications to Teaching" sections in the CEEP book, Constitutional Concepts for Future Teachers.

Some of the teaching modifications represent work by professors that has been under way for some time. In fact, knowledge of such efforts helped in the creation of this project so that those teaching ideas could be shared with colleagues. But many of the statements stem from modifications undertaken by professors just recently as a result of the project being in place. We feel that all of the contributions are well worth reading.

The goal of this publication is to fill a need expressed by many CSU professors to the CEEP staff over the past few years. That need is expressed in a typical statement to the staff: "I'd like to make some changes in my teaching along the lines you are suggesting, but I just don't quite see how I can make room for them since I have so much material to cover." This publication, containing descriptions of student-active teaching modifications attempted by their colleagues around the state in a variety of subject matter settings, provides those questions with a useful handbook of suggestions to consider, modify and apply for themselves.

The statements are presented here by the three academic fields represented: Education, Humanities and Social Sciences. Readers will discover some overlap, however, since the organization of teacher preparation varies from campus to campus. This is especially true for the placement and teaching of social studies methods. The statements are arranged in this order to facilitate reference by readers, particularly by those who will be engaged in future faculty development workshops on the CSU campuses to promote further LRE teaching modifications by interested faculty.

Many of the statements refer to the three basic instructional books developed by CEEP for students training to become teachers. There are also references to several of the LRE materials donated to the CSU campuses by CEEP as part of this program. The CEEP staff, of course, is delighted that the materials are being used, as that provides evidence of the increased awareness about LRE across the CSU system. There are descriptions of those materials in the Appendix.

Finally, names, addresses and telephone numbers of the contributors appear at the close of the statements. Readers who want to know more about any given teaching modification are urged to write or call the contributor. All of them have indicated willingness to share additional ideas and their background material. So, don't hesitate -- when some contributor's ideas presented here intrigue you, write or call that person right now!

Gordon E. Stanton, Editor
July 1988

THE RIGHT TO FREE SPEECH IN THE SCHOOLS

by
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ABSTRACT

A course in teaching reading and writing in secondary school subjects was modified to incorporate awareness of First Amendment rights and censorship of school texts. A scenario was enacted through role-playing in a script taken from an American Bar Association publication. Discussion followed and students brought to subsequent classes event articles that dealt with the issue.

How LRE Can Fit Into the Course Curriculum

Teaching Reading and Writing in Secondary School Subjects, Education 445, is required as a prerequisite for secondary student teaching. Its focus is on the nature of the reading/writing processes, reading problems of secondary students, and text and readability analysis.

Within the focus on text, its suitability for students, presentations of problems of censorship of questionable materials can easily be incorporated. Future secondary teachers need to be aware of special interest groups in the community who desire power and control over public education and text materials. They need to be reminded of their First Amendment rights that protect them in use of materials in the classroom and in school libraries. Furthermore, they need to be aware of their responsibility in ensuring secondary students' access to a wide variety of ideas even though considered questionable by some community factions. Lastly, future teachers need to have the issues clarified and terms defined for responsible action.

The law-related issues of censorship, freedom of speech in the schools, and First Amendment rights of teachers and students are highly relevant to considerations of text suitability for secondary students. Awareness of these issues can help promote more teacher responsibility in the schools and toward the community.

Student Inquiry and Participation

Using a script from an American Bar Association publication, Speaking and Writing Truth, by Peck and Manemann, Editors, (1985)*, students read the parts aloud. Each part represented a faction in the fictitious community: the Board of Education, the Library Association, a fundamentalist "Morality"

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*Speaking and Writing Truth is part of the donation of LRE materials provided by CEEP to the CSU campuses. See Appendix.

group, parents of school children, and a victim of the Third Reich who witnessed book burnings. In the scenario the group for "morality in public schools" sought to censor school library books that they deemed "anti-American, indecent or obscene." The various community groups, including legal representation for the School Board, spoke to the issue of censorship and freedom of speech, each offering a different point of view.

After the oral reading and role-playing, students discussed the factions as to their actual existence in society as they understand them. When asked what their position as teachers would be in this situation, students brought out their understanding of the First Amendment freedom of speech clause. We defined censorship, pornography, libel and slander in their legal definitions. Then, we applied the definitions to the scenario. On a topical level, students began recalling recent court tests of the First Amendment, such as in Tennessee in Fundamentalists vs. a school district and in recent court cases in Texas. Students in the class became very actively involved in their inquiry into the issues and problems, and it was very evident they were formulating some answers for themselves for future situations as teachers.

Follow-Up Application

Follow-up assignments involved watching newspapers and media for relevant cases and sharing them with the class in subsequent sessions. Two students shared current events in the following two weeks. This sharing prolonged the participation of students and heightened their awareness of the issues. The issues are meaningful to these teachers-to-be, as they will have to confront them when they are teachers using materials either controversial or questionable in the eyes of different community factions.

Evaluations

The lesson itself was very valuable according to student comments and my observations of their involvement. Because this was the first use of this lesson, I found that I did not leave enough time for the discussions following the reading of the script. The follow-up discussions of current events brought in by students ameliorated this deficit to some extent. Next quarter when we study this issue, more discussion time will be allowed and follow-up will also be incorporated into the final exam essay topics. The student interest and the relevance of the issues to the course as a whole certainly justify modifying the course outline permanently to incorporate this project.

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INTEGRATING LANGUAGE ARTS AND TECHNOLOGY WITH LAW-RELATED EDUCATION

by
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ABSTRACT

A course in microcomputers applications in reading and language arts served as a basis for demonstrating how language arts and technology can be integrated with law-related education. A software package suggested in LRE workshops was used as the basis of this experience.

How LRE Can Fit Into the Course Curriculum

Microcomputer Applications in Reading and Language Arts (EDEL 581) is a course offered to current and future teachers obtaining a teaching credential and/or masters degree in elementary or secondary education. The course is an extension of the reading methods class and the language arts methods class, and also serves as part of several masters degree programs at California State University, Los Angeles.

As the largest teacher preparation institution in the state of California, Cal State L.A. makes a special effort to prepare teachers according to the current California State Department of Education frameworks, on teaching in a multicultural society, and on the latest research on effective teaching practices. The current English-Language Arts Framework for California Public Schools calls for integrated language arts curriculum for all students, relating reading, writing, listening, and speaking throughout all areas of the school curriculum. Other framework emphases recommend cooperative learning and the use of technology in the curriculum.

A scholastic software program package (The U.S. Constitution Then and Now*) which was recommended in LRE workshops fits well with the focus of all of the above mentioned criteria.

Student Inquiry and Participation

Students were given a brief review of the current English-Language Arts Framework for California Public Schools (since they had all worked with the framework prior to entering this class). Two software programs were demonstrated in class and evalutated for teaching and technical qualities, as well as their "fit" within the current state teaching emphases. Students were then asked to review several software packages on their own.

*The U.S. Constitution Then and Now: Data Files and Activities for Appleworks, 1987, Scholastic Incl., New York. ISBN: 0-590-96992-7

The U.S. Constitution Then and Now (data files and activities, for Appleworks) was then used in class. This package asks students to call up information from the data files on the disks, add to this information through library research, and keep a team casebook for use in the group's position paper. Role playing situations such as "The Connecticut Compromise" and "The Signing of the Constitution" from individual delegate perspectives are wonderful. The package which is primarily designed for 7th and 8th graders also includes case studies relating to The Bill of Rights. Discussions were then held about the use of this technology package as an integral component of a law related education unit integrating the use of all four areas of language arts.

Follow-Up Application

Students turned in lesson plans they had designed showing how technology and language arts can be integrated throughout the curriculum in such areas as civic and law-related education and others. The lessons were presented in class, and a copy of each lesson plan was duplicated for all members of the class.

Evaluation

A precourse and postcourse survey showed that students felt much more comfortable integrating language arts throughout their curriculum as well as with the use of technology within their classrooms. Students liked the idea of having children role play actual events that shaped our history, using technology to research the perspectives of their characters through the computer data files. They also liked the idea cooperative writing projects, reading and research skills reinforced through law related education, and listening and speaking for a purpose other than just a language arts grade. Many students commented about the quality of the data file software package and several expressed interest in obtaining the software package for their own schools to help integrate language arts and technology into their schools' law-related education programs.

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INTRODUCING AUTHORITY THROUGH ROLE PLAY AND INQUIRY

by
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ABSTRACT

A course in teaching Science and Social Studies in Spanish in the elementary school was introduced to the Spanish units in the Law in a Free Society series. One of the pre-service teachers in the class introduced the Authority unit to her group of fourth and fifth graders. The unit blossomed into original role plays, mock trials, and the development of a classroom newscenter.

How LRE Can Fit Into the Course Curriculum

Teaching Social Studies and Science in Spanish in the elementary school EDEL 402SP, is required as a prerequisite for elementary student teachers interested in obtaining a bilingual/Spanish credential. Its focus is on the scientific processes and history-social science concepts as highlighted in the State Department of Education Frameworks.

In the social science components, as with the natural science, inquiry strategies are highlighted which allow students to explore and investigate their own questions in relation to social science concepts. Some of the concepts that receive particular attention at the elementary level include social responsibility, interdependence, change, and power.

The law-related issues of authority, power, community relationships and organization are of extreme significance to students in understanding themselves as an important part of a larger social structure with rights, needs, and responsibilities. As students understand their role in the formulation of rules, beginning with a make-believe society and extending into the classroom and later the community, they become more aware of how government and laws affect the society as a whole. In this way they can begin to take an active role as citizens working from a foundation of insight and commitment.

Student Inquiry and Participation

Using the Spanish version of the Authority unit from the Law in a Free Society series, a group of fourth and fifth graders began exploring the formulation of laws in an imaginary society. The students were carefully guided through the viewing of filmstrips followed by discussions and activities introduced in the student workbooks. Students began recognizing the similarities of the hypothetical problems encountered in the lessons to actual experiences they had had at school or at home. They further began to understand the rationale for certain rules in their homes, at school, and around the community.

After acting out a few role plays designed by the teacher to emphasize problem solving and multiple perspectives towards solutions, the students began introducing their own problem situations and taking on a variety of roles in reaching solutions.

From here, they began noting current events and extracting other situations for their original role plays. At this point, mock trials were held in class as an entire jury was given the responsibilty to determine guilt or innocence.

The students in class were not all Spanish speakers, yet the materials were presented in Spanish as language enrichment for all students. This allowed English speaking students to enhance their understanding of Spanish through total physical response and Spanish speaking students to strenghten their language skills as well. For English speaking students, a sheltered language approach was used.

Follow-Up Application

Follow-up assignment included a greater involvement in current events and the development of a class newspaper and news report. Students also formed mock trials to handle classroom disagreements when necessary, and were active in deciding their own solutions and consequences.

Evaluation

This description is only one of many of the lessons my pre-service teachers shared with me after being introduced to the LRE materials in class. I designed my own simulation to introduce the LRE materials and to inspire their own creativity in expanding the lessons. After using the LRE materials in their classes, most of the students expressed excitement and enthusiasm at discovering a fun and engaging means of introducing civic education to elementary students. They were also thrilled to discover materials that were available in Spanish. The possibilities for the units is limitless.

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TEACHING CONTROVERSIAL ISSUES IN SOCIAL STUDIES

by
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ABSTRACT

Materials from the CSU Civic Education Enhancement Project were presented in a course on Elementary Curriculum and Social Studies. The case study approach was modified to present multiple perspectives on a variety of current controversial issues using videos and news clippings. Students incorporated such case studies into their development of mini-units and work with elementary pupils in classrooms and carried out appropriate social participation activities.

How LRE Fits Into the Course Curriculum

Use of the case study approach was modified for my courses on Elementary Curriculum and Social Studies to include multiple perspectives on a variety of current controversial issues such as use of toxic pesticides on crops in California, and U.S. intervention in Latin America. Videos and current news clippings were used to study bias and propaganda as well as to present data for decision making about the problems involved.

The CEEP book, Introduction to Law-Related Education; was presented to the class as well as the LRE materials in the Teaching Resources Center (Curriculum Library) donated by CEEP as resources for their use in carrying out class assignments. Students chose a current controversial issue for development into a mini-unit incorporating concepts such as justice, equality, and authority and included pupil activities for critical and creative thinking, values analysis, research skills and social participation. They also attempted to include case studies in their units and in their classroom work with elementary pupils during the course.

Student Participation and Application

For a specific example of student participation and follow-up, I include a section of a report written by one of my students (Beth Graubart) on "Teaching a Law Related Mini-Unit" as follows:

> For my social studies curriculum class, we were instructed to create and teach a mini-unit to a small group of pupils based on a current and relevant topic. As I was a paralegal for several years, I thought it would be interesting and "fun" to do something about law and courtroom procedures. My professor gave me the packet: An Introduction to Law-Related Education which gave me focus, some ideas and a great start. I used additional materials and lesson plans found in Update on Law-Related Education, West's Law in Action Series, and Law in the Classroom by Mary Jane Turner, and several curriculum guides located in the ERIC system which were geared to elementary school age children (I taught 4th grade).

Our assignment stressed critical thinking skills, values and social participation. By using the LRE materials from CEEP, these goals were naturally included and I did not have to make any adaptations to incorporate them into my lesson plans. The pupils were immediately interested in learning about law. Two of them had mothers who were attorneys and all had seen much on television.

I began my mini-unit with an Introduction to Laws using "The Buckle Game" from Law in the Classroom and the Law in A Free Society Rule Evaluation lesson (Thinking about Rules, grades 4-5) from CEEP's Introduction to Law-Related Education book. The pupils enjoyed the lesson and were very responsive. As the lessons progressed, I used case studies and role playing to introduce courtroom procedures. These cases (which I found in the above referenced materials) dealt with such values as fairness/justice, responsibility, freedom and respect for others. Through the pupil's enthusiasm in acting out roles of plaintiff, defendant and judge, values were explored and questioning/thinking skills developed. All pupils had the chance to be both judge and advocate and experienced exploring two sides of an issue. The whole mini-unit, culminating in a mock trial, was an exercise in social participation.

Evaluation

Students reported their elementary pupils particularly enjoyed case studies concerning other pupils and that they offered examples of similar situations happening to them.

Some students used Law In a Free Society lessons on authority and found them easy to include in more traditional curriculum such as lessons on Indians, Pilgrims, California Gold Rush, etc. which they were asked to teach.

Responses were positive in both my credential course in social studies and "Schooling for a Global Age" at the graduate level.

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COMPUTER ETHICS: TO COPY OR NOT TO COPY

by
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ABSTRACT

Topics related to ethical computer use were incorporated into a Microcomputer Applications in the Classroom course for pre-service teachers. Through roleplaying and discussion, students were confronted with the ethical problem of copying software. Students subsequently developed lesson plans for infusing off-line activities related to computer ethics into their own classrooms.

How LRE Can Fit Into the Course Curriculum

Microcomputer Applications in the Classroom, Teacher Education 134, is required at CSU-Fresno to meet the state mandate to develop prescribed minimum competencies in computer-based technologies in order to receive a Clear Teaching Credential. The primary goals of this course are (a) to acquaint the pre-service teacher with classroom applications of microcomputers appropriate to their grade and subject area and (b) to develop teacher competencies for integrating such activities into the curriculum. An important related area of competency is to identify important moral, legal and ethical considerations related to the access, use, or control of computer-based technologies in a democratic society.

A particular issue of concern is "software piracy." Teachers must model appropriate behavior if their students are to develop ethical attitudes towards software use. Accordingly, TEd 134 students need an opportunity to (a) explore their own attitudes towards illegal use of software, (b) become knowledgeable about software copyright laws, (c) investigate legal alternatives for obtaining needed software, and (d) develop instructional plans for involving their computer-using students in making informed decisions about copying software and other ethical issues.

Student Inquiry and Participation

Students enrolled in TEd 134 classes were pre-tested on their knowledge of laws related to software use in the classroom, and their attitudes towards the copying of software for personal and classroom use. Results indicated that students had little knowledge of laws regulating software use and generally approved of copying software both for personal and school use.

Following the pre-test, students were involved in role-playing situations focused on the copying of software. Students were divided into small groups; each small group received a different problem and different role sheets. Problems involved (a) copying a computer game for a friend, (b) using pirated copies of Pascal in a high school computing class, (c) making extra copies of S.A.T. Review so that more students would have access to this program, and (d) allotting district money for hardware and software or buying hardware and copying software. Each of the problems presented a realistic scenario that a teacher might face in our public schools. The role cards were obtained from an activity called "Ethics: To Copy Or Not To Copy" included in a book by Tim Erickson titled Off and Running. Each group of students was given a problem and each student assumed a different role, some against copying, others for

it. Students played their roles for approximately ten minutes. When the situation was resolved, students discussed the situation from their own point of view. They were instructed to decide: (a) In this situation, would I copy? (b) If I would not copy, what alternatives do I have? Following the small group discussions, a spokesperson from each group described the group's problem and results to the class. Group members were encouraged to identify important issues involved and to share any legal questions that arose -- instances where they were unsure of the law or consequences of breaking the law. These questions were recorded by the instuctor. After the group's presentation, other students were encouraged to ask questions or comment on the group's solution.

A general discussion of software ethics followed. Legal questions which arose were answered to the extent possible and each student was given copies of the ICCE (International Council for Computers in Education) policy statements on ethical conduct for computer using teachers and on software copyright. These statements were read and discussed by class members.

Follow-Up Application

Students were given a follow-up assignment to develop their own vignettes around other important issues of technological use in a democratic society including (a) issues of equal access, (b) issues of information access, and (c) issues of employment. Each student also developed a lesson plan appropriate for his/her grade level and subject area which incorporated the instructional technique of role-playing with these new vignettes. Lessons and vignettes were shared with the class as a whole.

Evaluation

TEd 134 students became very involved in both the role-playing situations and the general discussion of the ethics and legality of sofware copyright issues. They pointed out that this is an important topic for teachers to consider because the teacher is a role model. Also, students are often ignorant of the laws regarding software use and may see their parents use pirated software at home. Students also commented that they enjoyed their role-playing experience and recognized that this instructional technique would promote a high degree of student involvement and would encourage students to clarify their feelings regarding this important issue. They also pointed out that through "trying out" ethical positions they were able to gain more insight into views that differed from their own.

Students were post-tested following this lesson. Their knowledge of software-related law increased as did their sensitivity to potential legal issues. While recognizing the weaknesses of self-report attitude measures, students did indicate more uncertainty about copying software or using an illegal copy personally, and generally felt that they would not use illegal copies with their students. They also were more concerned with incorporating lessons about computer ethics in their own classrooms. The positive responses to this lesson by students coupled with their gains in knowledge and awareness of legal/ethical issues justifies the continuation of this instructional strategy in following semesters.

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HOW DO YOU FIT SIX WEEKS ON LAW-RELATED EDUCATION INTO AN ALREADY OVERCROWDED SOCIAL STUDIES METHODS COURSE?

by
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ABSTRACT

CEEP has affected my Single Subject Social Science Methods course in a number of important ways. In terms of content, I have incorporated a major law-related education component into my two-quarter course. I have used this content as a vehicle to teach certain important methodologies. Specifically addressed are: the formulation of concepts, generalizations and lesson objectives; the teaching of critical thinking; and, the case study methodology. As an outgrowth of my section on case studies, I have also had students do a case report on designing and teaching a unit as a way to become more reflective teachers.

How LRE Can Fit Into the Course Curriculum

I began the law-related education segment of my course with a review of case study methodology. Directly preceding this section were sessions devoted to questioning and the inquiry approach, so case study methodology continued along the general topic of inductive teaching. To introduce the unit I opened with an overview of law-related education utilizing CEEP material from An Introduction to Law-Related Education. The second session utilized some of the case-study lessons presented in Teaching with Case Studies (CEEP) which I actually taught as though the student teachers were students in a high school civics course. With this as a basis, I then presented the purpose, structure, and uses of case studies and a variety of case study formats, relating each of the points back to the case study lessons they had experienced.

Day three of the unit involved the introduction of the CEEP resource library of law-related education materials donated to the campus by CEEP. Students were asked to browse through all the materials and then select one commercially prepared case-study lesson that they could possibly teach in their class. They were to critique the lesson, modify it, and then write a lesson plan incorporating it. If possible, they were to actually teach and evaluate the lesson.

A portion of day four was spent reviewing primary source material that I provided (particularly the SIRS compilations of current magazine and newspaper articles on specific topics such as immigration, work, etc.). The student teachers were to use this, or anything else, to design their own case study which they would later teach and evaluate. The rest of the session was spent looking at parallels between teaching with case studies and teaching critical thinking.

Student Inquiry, Participation, and Follow-Up Application

At the beginning of the course we had spent time on lesson planning and teaching objectives, particularly in relation to the five-step lesson plan and to lesson plans for inquiry teaching. However, students were mainly drawing their objectives from topics presented in their students' texts or district curriculum guides. They were not going back to more thoughtful material and asking "What is really important to teach about this topic?" I wanted them to look more deeply for their concepts and generalizations and then, as a second step, look at how these fit in with their students' texts.

I also wanted them to take some time to reflect on what is really important to teach about the American political system and not stop at having students enumerate the three branches of government and how a bill becomes a law. For this reason, earlier in the term I had assigned Mortimer Adler's We Hold These Truths. While reading, students were to keep a list of significant concepts they encountered. They were then to write generalizations for these and choose the ten they felt were the most important. They were to hand in these ten generalizations, why they were important, and the Supreme Court Cases (from the back of Adler) that could be taught in conjunction with each generalization. Needless to say, this was the "meatiest" section of the course.

Evaluation

Student responses to the law-related education unit were excellent. This segment occupied approximately one-fourth of my methods seminar which most of the student teachers felt was an appropriate amount. The sessions on case studies they designed were excellent and all the student teachers reported they would use their cases again. In a number of instances the student teachers felt that designing and teaching their own case study was one of the highlights of their student teaching experience. This proved to be the first really thoughtful lesson that they had prepared that at the same time turned out to be highly motivational.

Student teacher responses to the Adler lesson-planning segment were more mixed. Many were pleased to have something really substantive to work on but others thought the assignment too overwhelming. Some suggested assigning the reading prior to the beginning of the student teaching program so that they could digest it more thoughtfully. I shall do so next year. All in all it was a very successful modification experiment which I intend to continue.

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STUDENT TEACHERS TRY LRE -- THEY LIKE IT!

by
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ABSTRACT

This report describes how a Law-Related Education assignment has been infused into an existing methodology course for seondary level history-social science student teachers. The participants become acquainted with LRE through two CEEP publications, then develop and teach an appropriate lesson or unit to their junior and senior high students. The student eachers, their resident teachers, and the course instructor evaluate the lesson and how it is taught. Student teachers' reactions have been positive, and the instructor has found some examples of strong lessons.

How LRE Can Fit Into the Course Curriculum

1. Student teachers will develop a law-related education lesson or unit (encompassing one or more days), teach it to their students, and evaluate the cognitive and affective outcomes.

2. The lesson, a report of how it was taught, and the evaluation will be submitted to the instructor. In addition, a videotape of the presentation is to be made and given to the instructor for a critique.

3. The resident teacher and the student teacher will critique the videotape.

Student Inquiry and Participation

The objective stated above has been included in the methods course, Secondary Curriculum and Instruction II (social science section), which student teachers are required to take concurrent with the first quarter of student teaching. The student teachers are working in junior or senior high schools. The assignment that flows from the objective is compatible with some of the purposes of the course. These include providing student teachers with theories of learning, rationales for the subject areas they are being trained to teach, and demonstrations of materials and techniques. The student teachers apply the course content in their teaching.

The instructor spends one class session, four hours, introducing the students to law-related education, implementing the purposes stated above. The format of the session is as follows.

1. To establish a rationale for LRE, appropriate references to the Model Curriculum Standards and the History-Social Science Framework are made.

2. An overview and run-through of two books from the CSU Civic Education Enhancement Project: Introduction to Law-Related Education and Teaching with Case Studies.

3. Demonstrated lessons from three projects cited in Introduction to Law Related Education. The students critique these lessons in relation to importance of the topics, levels of interest, feasibility of implementing with secondary students, and demands the lessons place on the teacher. Some teacher-made lessons are also demonstrated, in order to model and encourage innovative, creative curriculum development.

4. A discussion wherein the students suggest how they can use LRE concepts and methods in their teaching.

Follow-Up Application

1. The students are given five weeks to develop and teach a law-related lesson.

2. The instructor gives written feedback on the lesson's content and organization, on the level of importance of the topic, and on the presentation.

3. At the end of the course the instructor solicits oral commentaries on the assignment from the student teachers.

Evaluation

Student teachers in the course tend to accept the advocacy of LRE and indicate in class dialogues that LRE should be included in the subject areas they teach. In evaluating the students' lessons and presentations, I have found that some are excellent, showing creativity, wise selection of topics, and activities that involve the secondary level students. An article I wrote "Law-Related Education: Student Teachers Show the Way," printed in the April 1987 PRE-SERV-E-LRE newsletter, summarizes the gratifying outcomes of the assignment.* I conclude that modeling LRE to student teachers stimulates them to accept LRE and to develop effective lessons.

*That article appears on the following two pages.

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LAW-RELATED EDUCATION: STUDENT TEACHERS SHOW THE WAY

by
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(Editor's note: This is the article referred to by Alvin Wolf in his preceding statement. It appeared in an issue of the CEEP newsletter in April, 1987. Because it illustrates in detail the impact which LRE instruction by university professors can have upon students we include it in this volume.)

Someone once said, "Try it! You'll like it!" The student teachers enrolled in the social studies methods course I taught this winter tried some law-related education activities with their students. The student teachers liked it. So did many of their students.

One assignment in the methods course is to develop a law-related education lesson, teach it, and write a description and critique of what happened when the lesson was taught. The assignment and materials I demonstrated to the student teachers were inspired by the Civic Education Enhancement Project (CEEP) of the CSU. To prepare my students I gave each a copy of the booklet, An Introduction to Law-Related Education, developed by CEEP, and I took them through it, as prescribed in the Instructor's Guide section. After demonstrating some of the sample lessons in the booklet, I asked the students for suggestions how these could fit into the courses they teach. The students offered a variety of imaginative responses. I emphasized the infusion concept that law related topics, materials, and methods can be worked into various social studies and history courses without upsetting the prevailing curriculum. I also pointed out that published sources were not the only means of obtaining good materials; that teachers can create their own. To provide examples I demonstrated some products I have developed: a case study, a simulation, and a lesson using newspaper articles.

When I read the lessons the student teachers developed I found they had absorbed and implemented the thrust of law-related education very well. It was most gratifying to read what the student teachers and their students had done.

Here are some examples of the lessons, all used with junior high students.

*Using a script presented to them, students role play Susan B. Anthony's effort to vote at a time when women did not have the franchise. In the play Anthony is arrested, convicted and ordered to pay a fine. The teacher has the students discuss the justice of the episode and then rewrite the last part of the play, the courtroom scene. Through this exercise the students can apply what they learned from their discussions and their personal assessment of this episode in history.

*As part of a unit on the judiciary, students enact a mock trial, using a civil suit case the teacher wrote. The case involves an elderly woman who is evicted from a mobile home park where she had lived for many years. The teacher provides the situations and the descriptions of various roles: the plaintiff, the defendant, the lawyers for both sides, a bailiff, jurors, and witnesses. She invited an assistant-district attorney to be the judge and to coach the students on courtroom procedures as the occasions arose. I saw a videotape of the simulation. The students, a regular class, performed very well. I have had the videotape copied to use for instruction at preservice and inservice opportunities.

*To illustrate presidential powers one student teacher developed a lesson on "The Louisiana Purchase: The First Test of Jefferson's Strict Constructionist View of the Constitution." He provided reading materials on Jefferson's purchase of Louisiana. Then students compare Jefferson's actions with Article II, Sections 2 and 3 of the Constitution, the powers of the president. Then the students talk about Jefferson's strict constructionist philosophy and they conclude the lesson with a discussion of the question, "Should presidents have more power?"

*Students study the Mayflower Compact to learn that America's political system is built on the concept of government by law, not of men. The teacher divides the students into three groups to determine how the Mayflower Compact developed this concept and how the Constitution continued it.

*One student teacher applied the concept of authority to a study of lords in the days of feudalism. Her students use three analytical questions:

--What are the duties and responsibilities of a lord?
--What personal strengths must a lord have to assert authority successfully?
--What problems might a lord face if he could not effectively assert authority?

How often do junior high teachers have students apply concepts and exercise analytical skills when studying the Middle Ages?

*Students studying colonial America read the script of a short portrayal of the Salem Witch Trials. They process the content by comparing what happened in the trials to the Fourth, Fifth, Sixth, and Eighth Amendments. They consider what rights were afforded to accused witches and what constitutes a fair trial. They come to see how the Salem Witch Trials are one of the colonial experiences that inspired the Bill of Rights.

*A class discusses terrorism by studying John Brown's raid and comparing it to Malcolm X's advocacies. Then they read and discuss current news articles about terriorism. The students ponder the questions: does the cause of oppressed people justify terrorism? Students concluded that terrorism is evil, but that violence does call attention to terrorists' causes.

The student teacher's comments about this lesson are insightful. She wrote: "I really enjoy class discussions like this. I wish that I felt more comfortable taking up class time for debates. Unfortunately, I feel a lot of pressure to keep up on the material in the book. ...The class seems to enjoy these activities so much, compared to book work. I can't blame them, so do I."

Perhaps this student teacher's statement points out the need for what CEEP is trying to do: to enrich learning and to stimulate students. Many adolescent learners may enjoy some of the lessons described above more than answering the questions in the textbook, completing worksheets, listening to lectures, and taking tests. One student teacher reports that after his class carried out a simulation he wrote on "The City Council and Smoking Control," the students left the room discussing the lesson.

One student teacher even affected her resident or supervising teacher. Her lesson was about women's rights. It included brief biographies of prominent women, a film on women of achievement, and recent newspaper articles. Students discuss the status of women's rights today. The student teacher wrote in her report: "My resident teacher sat passively through the first class, but during the second one she said she could hold back no longer, and she stood up to express her views. She told me later that she had thoroughly enjoyed the lesson and felt it was very successful." Perhaps some subversive in-service was a spin-off from the assignment to develop a law-related education lesson. More teachers should try it. They, too may come to like it.

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MULTICULTURAL THINKING IN EDUCATION

by
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ABSTRACT

Materials were introduced into a Multicultural Education class that required students to use a case study approach and to engage in roles as plaintiffs, defendants and judges. Case law and historical precedent informed the students in making their judgments.

How LRE Can Fit Into the Course Curriculum

The Multicultural Education course at Humboldt is required of all elementary teaching credential candidates.

The introduction of an LRE component was a natural for this class because it allowed students to see that there could be more to the claims of Indians against various governmental institutions than what they might have originally perceived.

Student Inquiry and Participation

Every student had a role to play in the court case and used articles from publications of the NATIVE AMERICAN RIGHTS FUND and the INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW and the WASHINGTON POST MAGAZINE.

THE NACOCHTANKE VS. THE UNITED STATES study required teams of students to identify issues, research the facts and prepare a case to be tried in the classroom. Lawyers from both sides gave argument and then a panel of judges was required to render a decision based upon those arguments and their own research.

Follow-Up Application

There is no evidence that this case study reappeared in any student teacher's classroom, or that the case study method has been used. Role playing and simulation have been evident, but within other contexts. Some student teachers have indicated that they have taught multicultural lessons and I have observed some very nice presentations and activities, but no case studies.

Evaluation

I found the approach to be lively and challenging for my students. They got into the role playing and research, and took the decision making roles seriously. As they had prior experience with cooperative learning techniques, their efficiency levels were high. I was able to observe abilities in students that had been untapped revealed through this process. I have since used the method in a slightly different way in teaching a lesson to teachers studying to be administrators and again received a positive response and a serious and vigorous effort on the part of the teachers.

This case involved making connections between the 1978 Indian Child Welfare Act and School Law related to categorical funding for Native American School children.

Because of the current furor over the jurisdictional rights of the Navaho and an Indian child adopted by a San Jose, California, couple the interest remains high. I have called this case LA RANCHERIA OLVIDADA VS. THE PEACEFUL REDWOODS SCHOOL DISTRICT. I have no hope that this case or another like it will be presented in any of these prospective administrator's classrooms. However, some of the techniques presented in the model may be utilized.

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LAW AND THE CONSTITUTION: A MUTUAL TEACHER-STUDENT RESPONSIBILITY

by
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ABSTRACT

A CSU mandated course, Introduction to Teaching, was modified to include law-related issues concerning teachers and students. The focus became major precedent cases that have a basis within the United States Constitution and the protection of individual rights as well as contemporary and future applications. Presentation includes lecture, discussion and simulation exercises.

How LRE Can Fit Into the Course Curriculum

One of the course objectives is that students will be able to identify major issues related to student and teacher rights and will discuss concepts of student advocacy. Teachers entering the profession should have a sufficient knowledge of constitutional and precedent law to make decisions and act in a responsible manner. K-12 students today have few advocates to aid them with the many complex contemporary legal questions. With this in mind it would seem prudent to provide the beginning teacher with those skills that may provide greater effectiveness in the area of legal aspects of education.

Student and teacher rights as well as how legal decisions have shaped our system seems little to require of the dedicated educator.

Thus, to establish a strong persuasive and knowledgeable "educator" the new professional must be well versed in as many critical areas as possible within the all-to-short traditional university training period. Included in this course as "essentials" are, the law-related issues of First and Fourteenth Amendment rights and issues. Legal decisions that have shaped educational policy and practice are critical to promote an understanding of our system of education and government. A discussion of system strengths and weakness all contribute to "honesty" in education.

Student Inquiry and Participation

Through classroom inquiry, discussion and lecture, students are introduced to the relationship of education, the Constitution, and the legal system. Initial issues concern a review of the Constitutional amendments, intentions of the founding fathers, common law, precedent decisions and class questions/concerns as they arise (other concerns as contracts, negligence, contracts etc. are discussed throughout the unit).

Group discussion and Inquiry with the teacher as facilitator provide the major methodology for the activity (Church-State relationships always occupy one segment i.e. "Is a little bit of religion in the school all right, as long as no one objects?")

After an examination of many Supreme Court decisions, students are divided into groups of five and provided with a half dozen or so hypothetical cases related to Constitutional issues (right to protest, dress, school newspapers, search and seizure, individual practices outside school, etc.).

Students are to first individually reflect upon the issue, recording related precedent or other relevant factors for the discussion with the group member which will follow. The group discusses the case, each member presenting data and the argument for a decision. Eventually, the group will reach a decision with either a unanimous decision or some members dissenting.

During this period the instructor actively monitors the groups providing information, resources or facilitation as necessary.

The entire class reassembles and individual group (court) decisions are read with the rationale for each.

Students become highly active, engaging in spirited dialogue, confronting issues that are often new and challenging. Often the issues discussed challenge established norms and values of students within the class.

Follow-Up Application

As a subscription to the Los Angeles Times is a required reading for the course, students continue to select relevant articles for class discussion. Continued awareness by students from other media is encouraged and is discussed through the remainder of the quarter. Generally, students raise questions of concern and freely share then at scheduled class meetings.

At the conclusion of the course, the instructor meets with each student individually for a twenty minute personal assessment of course performance. Often, during this inquiry, the instructor and student focus on one or more of the issues related to this law study.

Evaluations

At the conclusion of the lesson, an informal "process feedback" session occurs in which the class discusses how they felt about the experience. Aside from the information acquired, many students are impressed with the issue of the separation of personal values, cultural and normative issues from that of Constitutional questions, issues and decisions. Although all students do not necessarily agree on the case outcome, general consensus exists as to the effectiveness of the process.

In the future, I would design the case simulation materials in greater detail. The brief cases presented do not supply enough specifics for students who desire to reach conclusions in greater depth. As well, I would be sure to maintain a comprehensive list of contemporary school law-related issues. This project has been incorporated as an integral part of the course.

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ENERGY AND POLITICS

by
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ABSTRACT

A course entitled Methods of Teaching Environmental Education was modified to demonstrate how role-playing can help secondary students understand some of the legal aspects of energy production in California. Special emphasis was placed upon students gathering and utilizing their own data in a legislative mock-up hearing.

How the LRE fit Into the Course Curriculum

The course, Methods of Teaching Environmental Education, is a service oriented class. Approximately fifty percent of the enrollment are multiple and single subject students preparing for elementary or secondary teaching credentials, while the remaining are mostly from the College of Natural Resources. The class is not required of undergraduates nor credential students but is for those who are enrolled in the Master of Arts in Education with Special Studies in Enviornmental Education Program. The methods class is designed to demonstrate effective means of teaching about environments to elementary and secondary school students. Energy education is a popular topic of this class. The service area of Humboldt State University has a large concentration of alternative energy users. Educating public school students about how energy production decisions are made is a very important aspect involved in citizenship.

The specific activity objectives are:

1. The learners will be able to identify statements of fact and opinion as they relate to energy production and consumption.
2. The students will be able to extrapolate energy needs using graphs.
3. Learners will demonstrate the ability to use subjective data to develop an energy proposal for a hypothetical community.
4. Students will be able to relate costs to social benefits of conventional energy production and compare those to non-conventional forms.
5. Learners will be able to interpret media in terms of bias and accuracy.
6. Students will be able to predict political hazards implicit to developing long term energy policy.

Student Inquiry and Participation

Students were apprised of the fact that they were going to be involved in a simulation that was to model how secondary students would use the same in learning how energy commissions made decisions. The participants were randomly selected to assume certain roles in the simulation: 1) five legislative commissioners were chosen, as well as 2 homemakers, 3 recreationists, 3 commericial energy users, 2 representatives from environmental organizations, 3 industrialists and 4 housing developers. Also represented were 3 city council members. The students were then given a hypothetical situation as follows:

The city of Rockport was willed one square mile of unused county farmland five miles northeast of the city. The city has deemed that the 640 acres must be used help with it's economic expansion; specifically, for providing energy. How is the city to make "proper" use of the land? The following information is known about Rockport: the population is 25,000 and slowly increasing, the city limits are being extended, the power for present industrial use is inadequate, the city is located near forests and there is only one major source of water, the Elong River.

Students were charged to caucus within their interest group and come to a conclusion regarding their disposition for the use of the land. They were then required to develop a presentation to be given before the five legislators focusing upon their proposal. The students had to utilize information garnered from media sources and books for developing their presentation. (Rockport is modeled after Eureka, California so local media sources were readily available.) The students who assumed the roles of commissioners had to at this time identify a set of criteria for making their ultimate selection. At the second class meeting they made public their criteria. Participants were then charged to design their presentations to take into consideration the criteria. The commission meeting was set for the third class session.

At this time, the commissioners were required to go into closed session to make a decision. They could not select any one proposal mutually exclusive of all others (which they thought they could when they selected their criteria). They were forced to go back to the hearing and report their disposition. This resulted in the commissioners deciding to meld two or more of the proposals. Groups began negotiating with each other to come up with a plan that would win the appfoval of the commissioners. The participants did not want to go into a fourth class meeting with the issue unresolved. A final decision was made thirty minutes after the normal class time.

Follow-Up Application

Students were given an assignment to design their own simulation using a topic of their choosing requiring a decision being made by a hypothetical governmental agency. The simulations were to focus on a secondary school population and require that the students use media and the local citizenry to develop their presentations. The simulation become 20% of the student's final grade in Methods of Teaching Environmental Education.

Evaluation

Thirty minutes of a fourth class meeting was used to assess the activity. As expected, the students felt the most valuable part of the simulation was the politicing involved after the commission could not make an initial decision. This could only take place if the individual groups were well prepared. The participants amassed a lot of information in defense of their positions, and the media used in the presentations was very impressive including computer developed displays. According to informal student evaluations, the simulation heightened their awareness of the problems associated with energy production and the political processes involved in making democratic decisions. Minor changes will be made in the simulation and it will become a permanent part of the class.

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ENVIRONMENTAL EDUCATION: A CASE STUDY APPROACH

by
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ABSTRACT

The pollution of the environment has been a topic for the social studies curriculum for many years and can be explored by means of case studies. Environmental education is concerned with issues such as air quality, water quality, land use, and wildlife protection. Role playing techniques utilized in the context of case studies can help contrast the rights of the individual and the rights of the state.

How LRE Can Fit Into the Course Curriculum

The 1988 California History-Social Science Framework has a major goal of "Democratic Understandings and Civic Values." One strand covers "Civic Values, Rights, and Responsibilities." Another major goal is focused on "Skills Attainment and Social Participation." The LRE emphasis enables the student to deal directly with strands form both of these major goals. Group interaction skills and social and political participation skills can be developed by means of a case study approach. The law-related education modification results in a logical tie-in for combining content and process with civic values. This modification is being used in an elementary curriculum and instructors course preparing candidates for student teaching.

Student Inquiry and Participation

In exploring an aspect of environmental education, students would be given a case study appropriate to their age and situation. The case selected for demonstration purposes would need to include the following elements:

a. A description of the issue or problem.
b. The roles representing conflicting/contrasting viewpoints towards resolving the problem.
c. A charge to the audience on being ready to assess individual constitutional rights involved vs: collective constitutional rights of the majority.

The students would either volunteer, draw, or be assigned roles. Some given amount of preparation time would be allowed. A student moderator would read the case aloud, identify the different role participants, and describe the charge to the audience. After a stated amount of time for interchange, the moderator would conclude the interchange. The audience is then invited to assess the results of the different positions presented.

Follow-Up Application

As a follow-up for independent practice, students would be assigned to write their own case studies, selecting topics that have relevance in terms of their own lives, i.e. smog in Southern California or acid-rain in New England. The completed case studies would be role-played over a number of sessions following the guidelines from the original demonstration.

Evaluation

My own work on this LRE modification project with my class is still in progress. While I have full control over my presentations in class on environmental education case study model, my students have not been able to implement this phase of the program in their own fieldwork sessions. The opportunity for field testing this LRE modification for may students may not occur until they are actually student teaching. The social studies methods class fieldwork is somewhat limited to the individual teacher's ongoing units. However, past experience with the case studies approach in methods class has been most favorable. It is a motivational technique that encourages the student to learn content through the interaction/participation process.

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APPLYING THE CASE STUDY METHOD TO ELEMENTARY SOCIAL STUDIES INSTRUCTION

by
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ABSTRACT

A Science/Social Studies Methods Course was modified to incorporate the case study method as one of the teaching strategies to be used with children in the elementary grades. Role-playing, demonstrations, direct instruction, and peer-teaching were used to help student teachers learn concepts and practice skills. Each student completed an evaluation of the case study method.

How LRE Can Fit Into the Course Curriculum

SDSU's Science/Social Studies Methods course (TE 410F) is one of the required courses for the Multiple Subjects Teaching Credential (elementary). It is taught during the first eight weeks of the semester, followed by eight weeks of all-day student teaching. some of the course objectives involve demonstrated knowledge of the scope and sequence of the social studies curriculum; assessment of thinking abilities; proper use of question strategies; helping children learn factual knowledge and process skills; helping children learn map and globe skills; and approaches to values education. The following Law-Related objective was added to the course outline: "Locate sources and plan for instruction in civic or law-related education."

Copies of the following materials from the CSU Civic Education Enhancement Project, CSU San Bernardino, were made available "Teaching With Case Studies," "An Introduction to Law-Related Education," and "Constitutional Concepts For Future Teachers." Responsibility IV, an intermediate grade learning kit (from Law in a Free Society), which includes a filmstrip and audio tape, was made available in the classroom for about two weeks. It was displayed on a special table, along with a filmstrip viewer. In addition, several teacher-prepared handouts were used.

Student Inquiry and Participation

There were three instructional sequences on the case study method, and three follow-up activities. The first instructional sequence was an introductory, role-playing activity -- a mock trial of Gold E. Locks, based on a script written by Richard Torpy, and adapted for classroom use by Connie Yeaton and Karen Braeckel, for The Indianapolis Star and The Indianapolis News. Roles were assigned to students in a random fashion. Students who were not given specific roles served as members of the jury. This was followed by a debriefing session where issues and applications were discussed. This was offered as a sample case study appropriate for use with elementary school children.

The second sequence involved a Pro Se Court activity. For this experience students were grouped in triads and assigned roles (judge, plaintiff and defendant). The first case was taken from "Pro Se Court; A Simulation Game," by Gallagher and Hartstein. An evaluative discussion followed and extensions were made.

The third sequence was more of a direct instruction session which was based on things the students experienced during the first two sequences and on assigned readings from LRE materials. Procedures for analyzing cases were discussed, and guidelines for developing and presenting case studies were presented.

Follow-Up Application

In the first follow-up activity, students were asked to create case study scenarios, similar to the ones presented by the instructor. Distributed guidelines and procedures were followed. The cases did not have to be legal cases. They could represent almost any social studies-related issues.

The second follow-up activity was an evaluation of the case study method. In this evaluation students were asked to list advantages and disadvantages of the case study method. They were also asked to describe ways they might incorporate the case study method into their social studies curricula.

Evaluation

There was a high degree of student involvement in each activity. Students showed a great deal of enthusiasm. In the written evaluations, they indicated that they would use case studies in their instruction in order to improve understanding of current events, help resolve class problems, enhance history, deal with social issues, and to act as a motivator and as an extension of literature. Some students developed three-week unit teaching plans with LRE emphases. All-in-all, it was a profitable experience -- one which I plan to repeat next time I teach this course. The case study method is a natural for social studies. I can see, however, that it could be easily adapted for other subjects as well.

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LAW RELATED EDUCATION
AND THE CALIFORNIA HISTORY/SOCIAL SCIENCE FRAMEWORK

by
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ABSTRACT

The course EDEL 470 Social Studies in the Elementary School, was the one chosen for this project. A role-playing situation was set up in a cooperative-learning format which targeted the process of becoming elected as a law-maker and, as a second part, learning about the controversies encountered in the current laws about bilingual education, using the Los Angeles Times research on voter groups. Discussion and evaluation of the process followed. Attention was directed to several strands of the California History/Social Science Framework: Socio-Political Literacy; Ethical Literacy; National Identity; Civic Values, Rights, and Responsibilities; Participation Skills; Critical Thinking Skills; and Historical Literacy.

How LRE Can Fit Into the Course Curriculum

At CSULB, EDEL 470 is a requirement for students preparing for the Multiple Subjects credential. This course looks at the role of the social studies in the elementary schools. An important component of this course is for students to become familiar with the 1988 California History/Social Science Framework: K-12. An easy way to increase students' familiarity with this framework and its importance in developing lessons is to have them participate in lessons which integrate several goals and strands from the framework.

Student Inquiry and Participation

First, students were introduced to the Los Angeles Times research and publications about the various types of voter groupings in the Democratic, Republican, and Independent sectors. Discussion as to the meaning, significance, and importance of these groups in our country, in election strategies, and in law making and enforcement was held.

Next, the students were assigned by numbers to cooperative learning groups. Each group was given a target of reaching one of the identified voting groups. Each group was to prepare a 30-second television spot which would appeal to that voter group, choose one group member to give the announcement, then write and produce the spot.

After discussion in which the audience verified that the announcement did indeed aim for that target voter group and, specifically, how the television spot was designed to appeal to that group, students were randomly assigned to another set of cooperative learning groups.

This time each student group was again assigned a specific voter-profile group for the Los Angeles Times survey, and the task was to prepare a television spot announcement about bilingual-education laws which would appeal to that group. Discussion as to the appropriateness of each announcement for the targeted voter group followed.

The entire exercise was then critiqued. Brainstorming about similar or related exercises which could take place in classes from grades K-12 was held. The LRE books from the Civic Education Enhancement Project were used as reference for this activity.

Follow-Up Application

Students were asked to review the CEEP publications carefully and to design and carry out a lesson in an elementary classroom which utilized the concepts discussed in class and in written materials. At a subsequent class meeting, students presented their lessons, materials, evaluations, and lesson rationales, and reviews of related research and literature to the class.

Evaluation

The student discussion and evaluation were spirited and valuable. The lessons taught by class members indicated a thorough knowledge of the concepts of LRE as related to the various goals and strands of the state framework. Positive student comments about the helpfulness of the class activity and of the lesson plans they received were numerous.

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INCORPORATING LAW RELATED EDUCATION IN A GRADUATE SEMINAR

by
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ABSTRACT

In a graduate seminar that accompanies student teaching, 35 students dealt with issues arising from a reported instance of school students protesting a mock Constitutional Convention because only male students were allowed to participate. Independent work was made available to those in the seminar who were student teaching in social science areas of the public schools. Material made available through the CSU Civic Education Enhancement Project was determined as having value for teaching at the high school level in U.S. History, American Government, and general Social Science (9th grade) classes.

How LRE Fits Into the Course Curriculum

Secondary Education 652, a seminar that accompanies the second semester of student teaching, is designed to provide support for graduate students teaching two classes for the semester at either the middle school or high school level. Classes are normally composed of majors in many teaching areas, not just the social sciences. In the spring semester students working with Lowell High School and Jefferson High School in the social science area were informed of materials made availabe to the university by the CSU Civic Education Enhancement Project. Some of this material was distributed to each student teacher at the beginning of the semester. In addition they were referred to the LRE materials given to the Curriculum Library of the University.

For all students there was a handout given at mid-semester, dealing with a student protest over a mock Constitutional Convention in which only males were permitted to participate, since only males had been involved at the actual convention.

Student Application and Participation

All student teachers have difficulty finding materials and planning day to day instruction, regardless of their discipline. Students were given a special orientation to the Curriculum Library. Selected students were later informed by the instructor about materials available to them from the project. Student were encouraged to use that material in planning their lessons. Students were allowed to turn in lesson plans as part of their course requirements for the Seminar.

One class session involved reading, then discussing a handout made available by the project. That handout dealt with a student protest discussed in an Indiana newspaper last fall (1987). The protest involved the unfairness female students felt about being excluded from participating in a mock Constitutional Convention. After reading the article nearly an hour was spent discussing the pros and cons of the protest. Students in non-social science areas were as involved as those teaching history and government courses. The major issues raised were:

1. Should the teacher set up the convention excluding women since a convention today (a different time) would include them?

2. Does focusing on this issue detract from the significance of the convention?

3. Are there applications of this teaching approach to other disciplines?

4. Couldn't this story be used to look at discrimination on a broader basis? (i.e. race)

Follow-Up Application

Two members of the class indicated their plans to use the handout as the basis of one of their classes later in the semester. Only one person objected to the extended discussion as having relevance for social science teachers.

Evaluation

In the instructor's personal course evaluation two students mentioned the value of LRE material to their instruction during the semester. Students using LRE material in their instruction (as shown by lesson plans) can now use that experience to use similar approaches during their first year of full time teaching. The enthusiasm for the handout on the mock Constitutional Convention merits its future use in the graduate seminar. The orientation to the Curriculum Library, and the availability of LRE materials should continue to be part of the course, and the assignment permitting social science student teachers to use the material as part of their course work for the seminar should be continued.

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THE BEAR FACTS

by
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ABSTRACT

One of the most interesting ways for student to learn how our legal system works is to experience a mock trial. Future teachers enrolled in a social studies methods class engaged in a variety of mock trial activities including a scripted version of a trial of Goldilocks, and then designed their own mock trials related to unit themes and used them with elementary school students during field experiences.

How LRE Can Fit Into the Course Curriculum

EDel 470, Social Studies in the elementary school, is taken by students who have a degree and have completed all requirements for entering the department of teacher education. The course covers the following areas:

1. The social studies curriculum in the elementary school; content, trends, methods, materials.
2. Understanding of the California History-Social Science-Framework.
3. Unit and lesson design.
4. Developmental theory as related to scope and sequence.
5. Learning center design.
6. The disciplines of social studies.
7. Developing a variety of teaching/learning strategies.

The LRE modification fits into the curriculum of this course primarily in areas 2 and 7 -- understanding the state framework and developing a variety of teaching strategies. The 1988 California History-Social Science Framework specifies in the introduction that civic and democratic values are to be developed as an intregal part of citizenship, that critical thinking skills are to be included at every grade level, and that there is to be frequent study of the principles in the Constitution and Bill of Rights. Developing a variety of teaching/learning activities that directly engage students is an important focus of this class. LRE activities include, simulations, games, role playing, field trips, outside speakers, and interaction with community agencies. The participa[illegible]y activities emphasized by law-related education encourage [illegible]he development of critcial thinking skills including prioritizing, drawing conclusions, determining cause and effect, analyzing for bias or assumptions, evaluating, and decision making and problem solving.

Student Inquiry and Participation

In this teaching modification, students in EDel 470 were first exposed to the concepts and goals of law-related education. they examined the student book and instructor's guide An Introduction to Law-Related Education (produced by CEEP) and had the opportunity to ask some preliminary questions. Students were then introduced to the concept of mock trials and identified the various players in a courtroom . After that, volunteers were solicited to assume parts in the mock trial script, "State vs. Gold E. Locks," prepared for the American Bar Association. Having the opportunity to move

through a scripted mock trial gave all students, even those with little exposure to the courtroom, a chance to see how a trial proceeds. then, volunteers were sought for the mock trial, "Francine, Kerplunk, and the golden nugget", taken from Law In The Classroom by Mary Jane Turner and Lynn Parisi, published by the Social Science Education Consortium.* This mock trial is more of a role-playing experience, and the more structured "Gold E. Locks" gave them a lot more confidence when approaching this. Students followed the procedures, assumed roles, conducted the trial, and engaged in an evaluation. Students really enjoyed this experience and began to work cooperatively, with those who had been involved in courtroom proceedings sharing their knowledge with those who hadn't. The role-playing in "Francine, Kerplunk, and the golden nugget" really was enjoyable and they participated with great enthusiasm!!

Follow-Up Application

After experiencing both types of mock trials, scripted and role-playing, students were asked to design a lesson plan and materials for conducting a mock trial with elementary school students during their field experience assignment. The subject of the mock trial was to be tied to their unit topic, if possible. All students completed the assignment with some exciting results. There were many different types of mock trial scripts submitted, including one written in Spanish by a teacher currently working with a group of Spanish-speaking second graders. There were trials submitted based on other fairy tales including "Jack and the Beanstalk" and one based on "The Facts in the Case of the Great Beef Contract" by Mark Twain.

Evaluation

Evaluations submitted by students indicated that few of them had experienced any LRE activities in school but all of them were excited about the possibilities of using these activities in their classroom. Their experience in using their mock trials with elementary students had been positive and the children had gained a lot though their participation. One student, currently in the classroom teaching, stated, "I was surprised at how much the children enjoyed a subject that, to me, had always been extremely dry and boring. The difference lies in the participation. the experience was very valuable, expecially for those children who had previously thought that when the police came to get you, you went straight to jail. They now understand that you have a chance to plead innocence and argue your case in court."

I found that it took most of a 3-hour class period to do both mock trial simulations, but it was worth the time because they really understood how to construct a mock trial simulation themselves by the time they were through. I think some teachers might be hesitant about using a mock trial with primary children, but the experiences my students had with children in grades 1-5 with their original mock trials showed them what a valuable took they can be for developing constitutional understanding, awareness of the legal system, and the rights and responsibilities of citizens.

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*(Part of the LRE materials donated by CEEP to all CSU campuses.)

COOPERATIVE LEARNING STRATEGIES IN THE CLASSROOM

by
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ABSTRACT

A course in secondary methods for teaching English, ESL, and Foreign Language was modified to incorporate cooperative learning strategies. Cooperative learning groups were structured by grade level and subject area. As a model for students, class activities were collaborative in nature, in preparation for the final required project of a unit plan. One such activity was a demonstration of "read-arounds," involving group editing of individual writing. Subsequent discussion prompted student experimentation with the technique.

How LRE Can Fit Into the Course Curriculum

TED 468, Secondary Methods II, is a required course for all secondary student teachers and interns. The course emphasizes specific teaching strategies and unit planning. In spring 1988, secondary credential candidates in English, ESL, and Foreign Language were included in one section of the course, thereby enabling a concentration in the language arts. Course topics included formative and summative evaluation, literature as core, reading and writing across curriculum, learning modalities, and meeting LEP needs in the regular classroom.

As a model of a democratic organization of the the classroom which has proven highly effective, students were given instruction in cooperative learning procedures. The instructor then set up groups according to grade level (junior versus senior high school) and subject concentration. Each group consisted of four students, and each chose a role within the group: captain; recorder; monitor; and spokesperson. Roles were clearly defined, available within group folders, and shifted twice within the semester in order to allow students to experience other roles.

Group attendance, preparation, and participation were duly recorded within groups and later incorporated into the "class participation" facet of individual student grades. In-class assignments involved both individual and group products, as well as practice for the required individually written unit plans. The awareness of the value of creating a classroom environment involving collaboration, and thus shared responsibility for student learning, is an important avenue for conveying law-related education.

Student Inquiry and Participation

Although many cooperative learning activities were provided during the semester, one that was particularly successful involved a demonstration of "read-arounds". After modeling word-clustering as a technique to motivate writing, the instructor assigned a paper involving individual word-clustering leading to a short autobiographical sketch. These were labelled with numbers, rather than names. Group monitors collected the groups' paper, passed them on to the next group, and proceeded to read the papers passed on to them. After each group member had read each paper, captains led a discussion on creating a rubric for evaluating the papers. Groups had to come to consensus on which paper was the "best" in the set of four papers they were reading. Recorders recorded the number of the "best" paper and the reasons why it was chosen. Monitors then collected the papers and passed them on. This procedure continued until all groups had read and come to consensus on all sets of papers but their own.

At the end of the "read-arounds", the instructor elicited from group spokespersons the numbers of the "best" paper from each group of papers read. Repeat numbers were noted, and those papers were read aloud to the entire class. A discussion of rubrics and problems encountered in coming to consensus in evaluation ensued. Students reported the frustrations involved when having to choose the "best" from among four poorly-written papers, or from among four well-written ones. All students were enthusiastic about the value of this method of collaborative editing in improving student writing.

Follow-Up Application

Within their unit plans, students were required to include at least one cooperative learning activity. A number of the students in the class began employing cooperative learning in some form, either by using peer-tutoring or by formal grouping, during the course of the semester.

The above demonstration of "read-arounds" led many of the students in the class to employ this technique in their classes, although they were not required to do so. The interns and student teachers who used the technique reported back to the class that it was quite successful. They did find they needed to provide a rubric for their secondary classes, rather than have each group create one.

Evaluation

All students were very positive in their evaluations of the cooperative learning strategies employed in the class. The collaboration was seen as a great help in completing course requirements -- both student teachers and interns were inundated with work from their fieldwork placements and jobs, and had been concerned about the time involved for coursework. In addition, the modeling of specific strategies motivated the students to experiment with cooperative learning in their own classes. All in all, there was a high level of student involvement, and completed assignment were enhanced by the collaborative efforts.

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SOCIAL STUDIES/LANGUAGE ARTS METHODS INTEGRATED WITH LRE

by
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ABSTRACT

This 10 week course is taught concurrently with the second quarter of student teaching in a multiple subject credential program. Only one of the ten, four-hour sessions is explicitly directed to LRE, however the teaching methods of LRE are incorporated throughout the course.

How LRE Can Fit Into the Course Curriculum

The course objectives indicate that the student teacher will:

1. Demonstrate knowledge of content, methodology, assessment procedure and resources for social studies and language arts instruction.

2. Plan, implement and critique an integrated social studies unit during student teaching.

3. Become aware of issues, resources, and strategies in the area of Law-Related Education and technology.

Instruction for this course is based on the following goals:

1. Students have options regarding what will be taught and how it will be taught--example--choice of project to be completed, student input on formation of cooperative learning groups, opportunities through journals entries and class discussion to communicate areas of confusion and learning needs.

2. Small groups are involved in cooperative learning--examples--"Starpower" simulation, Tom Synder's "Decisions" (a computer simulation), analyses of effectiveness of cooperative group activities.

3. There is emphasis on decision-making, and cooperation and conflict in the curriculum. Examples--discussions of the appropriateness of various curriculum materials, discussions of historical events, current events and student teaching concerns, sharing children's literature.

4. One class session is devoted to materials and methods of LRE using publications from CEEP: model LRE curriculum and strategies such as "State vs. Gold E. Locks," "Thinking About Rules" from Law in a Free Society.

Student Inquiry and Participation

1. Social Studies Unit Plan -- requires cooperative learning groups and inquiry as methods of instruction, although at this time there is no explicit requirement to include LRE content.

2. Project -- chosen from a group of options. The choices with a direct LRE focus include:

    1. Resource file--Children's Literature, Community Resource Persons, or Values Clarification Activities.

    2. Curriculum Report--comparing textbooks for treatment of LRE: analyzing films, filmstrips and videos on self-concept, social interaction and character education; or analyzing textbooks for types of thinking emphasized.

    3. Teaching--plan, implement and critique a LRE lesson. (Curriculum materials are made available to students choosing this option.

3. Journal -- several in-class and out-of-class journal entries. The entries with LRE emphases include:

    1. Working in cooperative groups to analyze content and skills of social studies textbooks, then analyzing the effectiveness of their group.

    2. Written description of the events at Lexington Green based on a primary source, then conducting peer editing.

    3. Drawing a picture that could be added to Peter Spier "We the People."

    4. Identifying and analyzing ways that their teaching helps children learn Unum and Pluribus values.

Evaluation

Evaluation of course objectives: Course assignments are designed to assess each objective and each assignment has specified criteria for evaluation purposes.

Evaluation of modification: At the end of the quarter students will be asked to assess the extent to which their perceptions of the course match the goals stated in this document.

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CREATIVE DRAMA IN LAW-RELATED EDUCATION IN THE ELEMENTARY SCHOOL

by
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ABSTRACT

A course in Methods of Using Creative Dramatics with Children was modified to incorporate dramatization of historical events that generated an awareness of choices we make in living our lives, what motivates the decisions we make, and how we must sometimes adjust our lives to fit the particular world that confronts us.

How LRE Can Fit Into the Course Curriculum

Frequently, social science is taught in the elementary school merely by reading from texts and perhaps also watching films. Within the course, Methods of Using Creative Dramatics with Children, the ideas from law-related education are easily a part of the curriculum. By using dramatization, the people in social science become persons who lived, talked, breathed and had feelings. Not only is the objective knowledge communicated but also the "feelingful knowledge." Many of the thoughts and feelings experienced by those who live before us are the same as those we experienced today -- the same as children experience in their lives.

Student Inquiry and Participation

Using the book America is Born by Gerald Johnson, the students (teachers) were read/told the story leading up to the First Continental Congress.

As the content was communicated (mostly as a story) there was a focus on the feelings and possible thoughts of the "actors" in this period of history. This was done in order that students would obtain not only factual knowledge but also the "feelingful knowledge."

During the telling of this story there were times when the instructor asked probing questions that would relate the feelings and actions to the lives of the listeners.

Example:

"When one side got tough, the other side got tougher."

What do you think happened next?

The listeners stated that "you feel like the other side needs a lesson and so you try to do something worse."

> When English law forbade the ships of Boston to go where they wished and sell their fish where they could get the best price, Boston found it hard to live at all and the Bostonians' temper go very hot indeed (pg. 208).

A listener responded, "I don't blame them".

After telling/reading of the material the students were given cards on which were written situations and questions. This of course assumed a good background in dramatization as well as knowledge of content. The following are examples:

Card #1:
You are a soldier from England. The Colonists have rejected and truly hate these soldiers who "watch" and "guard". You are alone in your barracks writing a letter home.

What are the thoughts you are writing?
What are your feelings?

Card #2: (4 people)
You have been chosen to sell stamps in the Colonies. This is good pay and you come home to tell your wife and children. Everyone had heard stories of what has happened to some of the stamp sellers.

How does your wife feel?
What is the response of the children?

Card #3:
You are Colonists who are forbidden to sell your fish or any products where you can receive the highest prices. All must be sent to England and then you must buy it back.

What are you thinking?
What are you feeling?

Following a dramatization there were discussions through questioning about the lack of freedom, the inequality of rules, the emotions that generated decisions and actions. These were related to the lives of children so that they saw that we live confronted with the world as it is now, that choices must be made and we are responsible for these choices as well as the results. Secondly, sometimes we have to adjust our actions to fit this world that confronts us.

We can also, through storytelling and creative drama, help youngsters to see how their own life experiences are similar to those who lived before them and probably to those who will live after them.

Follow-Up Application

The students (teachers) then used this format in their own classroom or an adaptation of it. They reported back orally the results to the class. The students reported that the children remembered the events better and saw that the people in these events had feelings and were at one time alive. They also became aware of the need to make decisions and what motivates our choices of decisions.

Evaluation

The results and reports indicates that this is an activity that will be retained in the course using different social science content each year.

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LEGAL RIGHTS AND RESPONSIBILITIES OF TEACHERS

by
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ABSTRACT

A course in Educational Foundations for the Secondary Teacher Preparation Program was modified to incorporate case studies that represented court decisions in the following areas of teacher legal rights and concerns: employment issues, academic freedom, teacher as exemplar, negligence, affirmative action, First Amendment Rights, Fourteenth Amendment Rights, educational malpractice, copyright laws, and child abuse. Students formed groups to study the representative cases (study summaries) to determine if teacher rights were upheld or abridged. After discussion, students continued to evaluate articles, germane to the categories of legal issues, brought to the class by the instructor and the students.

How LRE Can Fit Into the Course Curriculum

Education 225, Foundations of Education, is a required class for the beginning Secondary Teacher Education candidate. This course is taken before student teaching and has as its global focus to familiarize secondary student teachers with the areas of professionalism, historical/philosophical origins of educational thought, as well as the political, economic, and social aspects of education. Legal rights of teachers represent one of the units in the course.

The use of case studies, analogous to law case studies, lends itself well to this unit in the text. Since the judiciary has had an increasing role in the formation of educational policy in general, and has mandated specific decisions and guidelines about teacher rights and responsibilities, it is necessary that teacher be cognizant about how these issues impact their actions in the classroom.

Included with the ten topical areas of issues related to teacher rights and responsibilities are cases that represent First Amendment rights and procedural due rights as defined in the Fourteenth Amendment. Student teachers are made aware of student legal rights and responsibilities and how an information base and an awareness is necessary in order to understand how the legal framework influences the curriculum, classroom behavior, management, and special populations. The student teacher's perspective is broadened to consider the interplay of both teacher and student rights and responsibilities.

Student Inquiry and Participation

With the use of summary case studies in the required text and instructor-made summary case studies, students formed groups of five to discuss the case studies categorized under each topical issue. Each case study represents the legal issue in question; however, each case study scenario has been altered to give a different set of events, circumstances, and participants. A chairperson in each group asked the students to list similarities and differences found in the case study summaries and then compare these similiarities and differences with the text summaries of law cases. After discussion, students determined what point(s) in law the case study makes and if constitutional rights have been upheld or abridged. The instructor-made summaries are compared to the text summaries which represent the precedents by which to evaluate each case study.

Follow-Up Application

Follow-up exercises were based on an ad hoc process similar to a current events discussion. A time slot was assigned to this discussion session if students had found journal, magazine, and newspaper articles or media information about law-related issues for teachers. Since the unit incorporated student legal rights and responsibilities, although time allowed only for case studies involving teachers, students also brought articles and related information to class about student legal rights and responsibilities. Students also had the opportunity to share their personal viewpoints about the issues.

Evaluation

Overall, the use of case studies was valuable because all of the students expressed their enthusiasm and interest. The students felt that they were dealing with both relevant and reality-based legal issues that are an integral part of the teaching profession. Students reached a consensus opinion that teachers had to know about their legal rights and responsibilities. The only drawback was that not enough time is available to address all aspects of legal issues in the school.

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WORKING COOPERTIVELY: EQUITY IN TEACHER EDUCATION

by
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ABSTRACT

A course in teaching content area reading skills in secondary school subjects was structured to incorporate cooperative learning strategies, both by subject areas and preparatory levels (e.g., junior high or senior high school experience/preference). Each unit in the course contained a minimum of one cooperative learning experience, which acted as a model for actual inclusion in lesson plan assignments.

How LRE Fits Into the Course Curriculum

TED 403, Teaching Reading -- Secondary, is a prerequisite to entry into the traditional secondary student teaching program and a requirement for initial certification in the Emergency/Internship Program for secondary candidates. The course emphasizes content reading skill building in vocabulary acquisition and comprehension, with ancillary accent on learning styles and language experience approaches. Short presentations on literature as core across the curriculum and various analysis procedures as well as the nature of the reading process are also a part of the curriculum.

In order to focus on the modeling approach which students had rated highly in past course evaluations, the class was given instruction in cooperative learning procedures: sets of groups were selected by the instructor, both by grade level and subject area; students were given assignments in their groups which required individual and group products; practice for the required written assignments was provided; bonus evaluation systems based on group effort were incorporated into the class participation credit; and class evaluations were both individual and group centered.

Student Inquiry and Participation

One example of a cooperative lesson which incorporates equity involved working with the four examined learning styles. Students in the class took a learning styles profile as individuals; each subject area group then designed a subject matter based lesson on vocabulary acquisition which included activities across their group's represented learning styles. After the lessons had been presented, critiqued, and revised based on regrouping by grade level preference/experience, they were made available to the class as a whole for models for one of the possible lesson plan assignments. This all took place during class time.

Follow-Up Application

Students presented either a written lesson plan as part of the class requirements or, if they were actually teaching, they were required to evaluate one of their classes' ability to interact with the course textbook by using one of the analytical procedures taught in the reading class. Students who were teaching acted in their groups as "curricular experts" for peer review of the lesson plans presented by the non-teaching students.

Evaluation

Structuring the cooperative learning groups by subject area and grade level was given positive evaluation by all the students in the class. Further the pre-service students were enthusiastic about the non-competitive aspects of the cooperative lessons. Many of them had expressed uneasiness about being evaluated with experienced teachers. On the other hand, the classroom teachers were apprehensive about the effect that their full time work would have on their ability to complete the course requirements. Their evaluations were also positive about the cooperative lessons, but for different reasons.

Emphasizing the practical aspects of content reading concepts, cooperative learning strategies have made the course more relevant and useful to both groups of students who enroll. This has been reflected in their enthusiasm for the course in general and their level of excellence in completed assignments in particular.

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CASE STUDY IN SECONDARY EDUCATION

by
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ABSTRACT

Civic Education was viewed in a broader context by students in an education seminar that accompanies the observation-participation phase of the secondary credential program. Students were assigned a case study that required them to learn about one of their students in much greater depth than would normally be expected of a teacher. These studies resulted in papers of twenty page in length.

How LRE Fits Into the Course Curriculum

Since all too frequently secondary teachers know individual students as only math or history students, and at that, as only one among many in their third or fourth period class, the intent of the assignment (and its civic nature) is to require that the credential candidate study the individual student within the context of not only the teacher's class, but also as a member of other classes in the school as well as a family member and a resident in the neighborhood. We want the credential candidate to witness the changes in behavior of given boys or girls as they move from one group to the next. Beyond that we want the credential candidate to see the school in an interactive relationship with each of its students. Our case study was designed to, at least partially, overcome this deficiency of our credential candidates. The assignment, when completed, averages 20 pages in length.

Student Participation, Application and Follow-Up

Students in the seminar were directed to identify a secondary school student who was an underachiever. The university credential student was to review and summarize the material available in the central office or counseling office of the school. This information was to be reviewed with the school counselor. Informal interviews were to be scheduled with the student, and formal ones with teachers, counselors, and possibly the parents of the student. Focus was to be on student background in both school and family. An observation of that student was to be conducted in two different classes, focusing on behavior. Identifying learning style and learning problems was to be emphasized. Findings were to be summarized, and an hypothesis prepared as to possible courses of action to help the student. A copy of the report was to be given to the supervising teacher, and an appointment made to discuss it with him/her, as well as department chair and counselor if available.

Evaluation

Most students followed the assignment meticulously and, as a result, what emerged was, in most cases, a compelling portrait of an underachieving student caught in a set of circumstances not of their own making. I feel that for all of my students who completed this assignment there was a major gain in understanding of the nature of a child's learning difficulties; the role of a variety of social and institutional forces in the etiology and treatment of those difficulties; and an expanded conception of their own options and powers in working with students. The outcome was a powerful and important new learning activity for my students.

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USING THE TABA SOCIAL SCIENCE CONCEPTS IN LAW-RELATED EDUCATION: THE EXAMPLE OF HOW CONFLICT CREATES CHANGE

by
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ABSTRACT

The elementary education pre-service methods course, Teaching Social Studies and Science, typically includes much on law and related issues. This course was modified, however, to illustrate how LRE could be taught to young children using one conceptual strand developed by Hilda Taba. Groups of students were assigned a task in which each group would create a simulation and/or role play depicting conflict and change during a period in U.S. History. As a follow-up, students devised mini-units on similar topics for their own and future elementary classrooms.

How LRE Can Fit Into the Course Curriculum

A pre-service course on teaching the social sciences in the elementary school (Elementary Education 402) typically devotes much to law-related issues. As an example, students are often exposed to topics such as governance of the community, local and state history, as well as United States history and government.

As a result of the recent adoption of the 1988 History-Social Science Framework for California Public Schools, Kindergarten through Twelfth Grade, there is a heightened interest in the teaching of history and geography. The Framework calls for "frequent study and discussion of the fundamental principles embodied in the United States Constitution and Bill of Rights." The teaching of history, however, poses a problem in the primary and middle grades. The study of history for young children is abstract and therefore a developmentally difficult subject to master, especially for students speaking languages other than English. Teaching history, conceptually, i.e., stressing themes such as conflict, interdependence, and change rather than simply a chronology of facts and events allows young children the opportunity to achieve subject matter competence through a developmentally appropriate pedagogy. Student groups were assigned the task of creating an integrated, interrelated unit of study that had as its primary goal the teaching of one conceptual strand developed by the late Hilda Taba: "Conflict Creates Change."

In-service and pre-service teachers need to be made aware of how law-related issues such as authority, power, cooperation, as well as the freedoms guaranteed in the Bill of Rights are at the heart of any study of U.S. and California history. Creating and communicating developmentally appropriate methodologies is one task of teacher education.

Student Inquiry and Participation

The students were instructed to form cooperative study groups according to either primary or middle grade teaching preference. Each group was composed of three to five students. Groups then chose periods in United States/California history when conflict was prevalent, e.g., the Revolutionary period, the Civil War, or the Westward Expansion/Native American. Each group then cooperatively designed an integrated, interrelated unit of study emphaizing how the conflict created fundamental change in American society. As an example, one group of middle grade teachers chose the period of conflict with the Native American. They designed lessons with simulations and role plays, lessons integrating literature and data reviews, readings from textbooks as well as from primary sources and literature, lessons in creative drama and storytelling, etc.

As a method of illustrating how conflict creates change and historically how those changes have affected our perceptions of law-related issues, each study group involved the remaining members of the class in either a simulation or role play that depicted some aspect of their chosen conflict. For example, one simulation depicted pre-Civil War society, with groups of students playing roles of slave, master, and freedmen with all the associated restrictions/privileges. The de-briefing discussion centered on how individuals felt and reacted to their roles. What was illuminating to many was how the indiscriminate use of power by the "masters" led to forms of cooperation between "slaves" and "freedmen".

Follow-Up Application

Follow-up assignments varied from group to group. Those pre-service teachers employed as substitutes were instructed to alter lessons within their group-designed units for use with the many classes they would encounter and then report back to class if time allowed. The in-service, emergency-credentialed teachers were instructed to begin to use the unit with their classes.

Evaluation

From the student comments, both oral and written, the concept-oriented unit was successful. Students have used their units in a variety of ways with diverse student groups. For most, the integrated, interrelated unit was a first example of core curriculum approaches. For many of the student the in-class experience of the simulation/role play activities was both threatening and exhilarating. Concept-oriented LRE has a future in my classes.

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RESPONSIBILITY TRAINING IN ELEMENTARY SCHOOLS

by
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ABSTRACT

As part of an elementary social studies strategy class, graduate students designed and tested Responsibility Training Lessons. They developed practical educational delivery systems using Reflective Teaching, a controlled on-campus clinical experience involving cooperative learning groups, lesson planning, teaching, reflective sessions, and evaluation. This lab experience was followed by field testing the LRE lesson in a "live" elementary classroom.

How LRE Can Fit Into the Course Curriculum

The citizenship skills learned in the first six grades should be considered a prerequisite to effective living in a democratic society. These skills reflect the social climate of elementary classrooms. In terms of law-related education, providing the training ground for democratic action begins with our students' intellectual growth and understanding. Present teaching methods tend to be divorced from the experiential world of the child. This law-related emphasis is developing procedures, experiences, and processes which are enabling students enrolled in my social studies strategies class to acquire the identified skills, knowledge, and attitudes to (1) engage in the preparation and classroom use of prosocial lessons in Responsibility Training; (2) provide for the development of teaching strategies related to responsible behavior; and (3) conduct an evaluation of the lessons.

Student Inquiry and Participation

Prospective teachers enrolled in EdEl 470 (Social Studies Strategies in the Elementary School) have participated in designing LRE resource materials and lessons that encourage prosocial behavior in the elementary classrooms where they are testing their lessons. They have developed a practical model combining brain compatible lessons, temperament theory, responsiblity training, and control theory. Emphasis was on responsibility training.

The plan that students followed focused on social goals and facilitated learning the following values: dignity, cooperation, participation, self-control, freedom, and responsibility. Teaching strategies related to Responsibility Training included: (1) rules (guidelines); (2) control (self); (3) listening; (4) sharing; (5) responding; and (6) cooperation. The lessons were designed to strike a balance between the unifying "unum" values (justice, equality, responsibility, respect) and the pluralistic "pluribus" values (diversity, privacy, freedom, human rights). The goal of this project was to help prepare young people to be humane, rational, participating citizens in their classroom micro-society.

The Reflective Teaching Model was conceptualized at Ohio State University and described by Cruickshank (1985) in Models for the Preparation of America's Teachers.* The prescribed RT procedure follows. The class was divided into groups of six or seven members each. One member of each group was appointed "designated teacher." The several designated teachers were assigned a common Reflective Teaching Lesson (RTL) on Responsibility Training. Each group brainstormed ideas, descriptors, and concepts related to responsibility. the designated teachers were instructed about their goals, which were to bring about learner achievement and satisfaction and to guide their group in discussion of a set of questions about the teaching-learning event. They were asked to prepare to teach in any way they wished to their group at the next class meeting.

On the day of their teaching, designated teachers were assigned teaching stations and given a few minutes to set up. On signal, all designated teachers began to teach, employing any instructional approach they wished. After 15 minutes teaching stopped and learners were given a short "test" and asked to complete a learner satisfaction form. Using the information collected, the designated teachers guided their groups through the first of two reflective sessions, where the intent was to get participants to think about and analyze the teaching and learning. After 15 minutes of small-group reflection, the participants were assembled into a large group for further exploration of the teaching-learning process.

Follow-Up Application

Social Studies Methods students were able to: (1) synthesize several powerful learning theories and design law-related experimental lessons, (2) test their lessons in an on-campus clinical laboratory training session; (3) work more efficiently off campus with elementary pupils in a variety of cultural and social backgrounds; and, (4) able to evaluate the Responsibility Training lessons with their own measurement instrument.

Evaluation

The Responsibility Training and other law related lessons were highly successful as judged by the graduate students on an informal satisfaction scale. Reflective Teaching offered an effective way to engage pre-service students in the complete act of teaching where their performance was observable and measurable and debatable. This kind of positive coaching will likely influence and enhance subsequent teaching behavior.

*Donald R. Cruickshank, Models for the Preparation of America's Teachers. The Phi Delta Kappa Educational Foundation, Bloomington, Indiana, 1985. pp. 96-102.

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INTRODUCING VARIETY IN SOCIAL SCIENCE TEACHING METHODS

by
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ABSTRACT

A course in the subject specific methods of teaching the social sciences for single subject credential candidates was altered. A format using mainly lecture was changed to model alternative strategies. The instructor modeled the 63case study method then student teachers developed and presented a model lesson each using one of a variety of suggested methods and topics. After the demonstration lesson, the class critiqued and suggested improvements to the lesson. Each student teacher completed and distributed to the class a corrected lesson plan for future use.

How LRE Can Fit Into the Course Curriculum

Teaching in the Single Subjects -- Social Sciences, EDUC 736, is required in the first semester of the professional practice year for all candidates for the Single Subjects Credential in Social Science. Its focus is on the methods of instruction appropriate for the teaching of the social sciences in the secondary schools.

Observation showed that student teachers rely far too often on the lecture method of direct instruction. This is so because lecture is the predominant method modeled by both university instructors and master teachers.

Although acquisition of knowledge is a principal purpose of instruction in the social sciences, it is not the only one. Certainly learning to participate in decision making in a democratic setting, for example, ought to be a principal purpose. Furthermore, lecture is not the only method of imparting knowledge -- and may not be the most effective way. Finally, law-related education has been given little attention in classes taught by student teachers -- a week or two on the facts about the Constitution and Bill of Rights frequently constitutes most of the LRE instruction.

This course modification devoted approximately one-fifth of the class time to learning how to address LRE materials and, at the same time, developed a repertoire of methodologies for use in the teaching of all social science topics that would be both more interesting and effective than straight lecture.

Student Inquiry and Participation

Each student teacher selected a topic and a method from the CEEP materials available to them and prepared a microteaching presentation for the class. For example, a given microlesson within the broad area of freedom of speech might focus on the Tinker v. Des Moines case and decision as found in the Constitutional Rights Foundation materials included in CEEP's Teaching with Case Studies.

About half of class time was spent on the microlessons and half on class critique, analysis and suggested modifications. Discussion of where and how LRE instruction meshes with the History-Social Sciences Framework and with curricular expectations within the school in which these student teachers are assigned occur at this time. The applicability of LRE teaching methods, such as case study, to other topics within the social studies becomes apparent.

Follow-up Application

Students are expected to apply the LRE topics and methods in their student teaching assignments. After the microteaching and critiquing, the modified lesson materials were reproduced and distributed to the class. Thus, each student teacher had practice in using a different method and then received a file of lesson plans to use in their assigned classrooms. They used CEEP instructional books for this application, also, and had access to the other LRE materials donated to the campus by CEEP.

Evaluation

Student teachers indicated that none of them had seen the use of the case study method in their own experience. Their response was positive. The student presentations were uneven, suggesting that more modeling of the various methods by the instructor will be necessary. (Practice what you preach.) More of the direct instruction periods can be used to demonstrate a greater variety of teaching strategies.

It is not always possible for each student teacher to implement a strategy different from that of the master teacher -- but the enthusiasm shown for the examples suggest that a broader set of lesson plans will be utilized in the future, since the drudgery of creation has been done for at least twelve potential lessons for each future teacher.

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USING SOUTH AFRICAN LITERATURE TO EXAMINE LEGAL AND SOCIAL ISSUES IN AMERICA

by
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ABSTRACT

In the course, "South African Literature," students read a variety of works that examine apartheid. Because students are more distanced from that situation, South African literature provides an excellent avenue for them to think about racism in this country. Students were encouraged through small group discussion and journal assignments to take key legal and social concepts of apartheid and think about their relation to situations in America.

How LRE Can Fit Into the Course Curriculum

The course material included poetry, fiction, and drama by both black and while writers. Documentary videos were used to provide students with important historical and social background.

LRE can fit into the course curriculum quite easily since most contemporary South African literature directly addresses apartheid by analyzing the social and political underpinnings and ramifications of the system. Once these concepts are isolated in a South African context, the class can move into consideration of similar issues in American Society.

Student Inquiry, Participation and Follow-Up

Students participated in an informal discussion and journal writing, designed to help students use the ideas presented in the literature to examine their own society.

SAMPLE JOURNAL TOPICS:

1. After viewing the PBS series on South Africa and "Eyes on the Prize," think about comparisons and contrasts you see between the situation of blacks in South Africa and in this country. What similarities do you see? What difference? What social factors seem to you responsible for the change in public policy toward blacks in America history and the lack of significant change in South Africa?

2. What constitutes a racist society? Must a country embody racism explicitly in its legal code as South Africa does for it to be a racist one? Can a society be racist even if its legal code explicityly embraces the idea of equality? Can a society be racist even if many of its people aren't personally prejudiced? In your opinion, is the United States a racist society?

3. One of the most common defences given by white South Africans in both the novels and the documentaries revolves around the idea of preservation of culture and the fear of being over-run by the black masses. In this country we hear similar sentiments expressed by those who want strict control on the influx of illegal aliens. How do you feel about the arguments in these two situations? Are they justified? Are the situations similar in your mind or different in important ways?

4. Along similar lines, do you see the move by the South African government to make Afrikaans the medium of instruction for blacks as similar to or different from the movement in this country to make English the sole public language? How do you evaluate the two situations?

5. What would be your response to a white South African's claim that the homelands policy there is no different from the reservation system for Native Americans here?

6. Nearly everything we have read and seen about South Africa speaks of violence on both sides. What is your moral evaluation of these acts of violence? Using any parallel situations in American society, illustrate your views on the moral implications of violence.

7. A frequent justification for actions by the South African government has been the necessity of preserving law and order. Is this a reasonable justification in your opinion? Can you think of instances in American history when force by the government has been justified? Can you think of instances when you feel the use of force to preserve law and order was not justified?

8. We've read about many instances of blacks breaking the laws of South Africa in an open and premeditated fashion to express their resistance to the system of apartheid. In your opinion, are such actions justified? All of them? Some of them? None of them? Think about what criteria you are using to make distinctions here. Are there instances in American history when acts of civil disobedience were justified? Are there others that don't seem justifiable to you?

9. Think about what you feel would need to happen in South Africa to redress wrongs and to establish equality. Would the establishment of "one person/one vote" fit your standard of a just society? In your opinion, do ethnic minorities in this country enjoy equality?

Evaluation

Student responses and my perceptions from discussion suggest that students examine their own legal and social system in a much more thoughtful way when they are asked to compare issues cross-culturally than when they are asked to evaluate their society in isolation. As a result of their conversation and writings, students were able to examine concepts such as racism, democracy, law and order, and civic disobedience much more analytically and critically.

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TEACHING MODIFICATION STATEMENT:
COLLEGE COMPOSITION FOR CIVIC LITERACY

by
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ABSTRACT

Discussion, paper, and exam topics in my sophomore-level composition class are all directed toward developing critical thinking abilities in relation to civic issues. In the past few years, the single topic of Reaganomics has provided a focus for developing extended lines of argument and building the various stages of a term paper that the entire class works on collaboratively for a full term (though all of the students write their own papers separately).

How Can LRE Fit Into the Course Curriculum

This is the second term of the English Department's composition sequence, devoted to argumentation and the research paper. My modification of the course is aimed at fostering critical thinking and civic literacy by applying aspects of argumentative rhetoric and research methods to a current controversy -- in this case, "The Rich, the Poor, and the Reagan Administration" (the title of a 1983 article in Commentary Magazine by Michael Novak defending President Reagan's economic policies). Discussions of and writings about this topic are used to illustrate principles of logic, persuasion, and research, as developed throughout the term in readings from a composition manual and my monograph Composition for Critical Thinking: A Course Description. Units of study include: Fact, Opinion, and Evidence; Psychological Blocks to Critical Thinking; Locating and Evaluating Research Sources; Possible Causes and Patterns of Bias in Sources; Logic and Argumentative Rhetoric; Semantics in Argumentation; Predictable Patterns of Political Rhetoric and Semantics.

Student Inquiry and Participation

I begin the term by distributing some past student papers and book chapters or journal articles used by previous students on the topic of Reaganomics, along with an outline of "The Rich, the Poor and the Reagan Administration" summarizing conservative vs. liberal (and some socialist) lines of argument, which I have synthesized from students' arguments in past classes. This material serves as a rapid briefing in the subject for students previously unfamiliar with it and a point of departure for further argumentation and research (thus by repeating this topic for several years and making previous students' work available to the current year's, I have been able to steadily advance the level of sophistication at which students are able to work).

The outline topics form the basis for class discussions, debates, and short papers preliminary to a term paper. A set of handouts (and articles cited in them) "Defenses and criticisms of President Reagan's tax policies providing tax reductions for the wealthy," is used for a class debate in which students form teams to argue the pro-Reagan vs. anti-Reagan positions, which in turn forms the topic for a short paper also incorporating the use of quotations from and citations of sources.

Follow-Up Application

The culminating assignment in the course is a working outline (selecting out some shorter segment of the larger outline of issues distributed at the beginning) keyed to bibliographical entries in which students identify pertinent data or arguments in, and do a rhetorical-semantic analysis and evaluation of, several sources (including identifying sources' ideological viewpoint and how it colors their arguments). In a ten-week quarter, I have found that this assignment is more manageable than an actual, finalized research paper itself (since they have been able to work steadily on the outline all term, while the writing of a term paper invariably gets hurried in the end-of-term overload). I do, however, give students the option of actually writing the paper for extra credit.

There is also an open-book final exam, testing students' ability to synthesize arguments from their notes and sources in a limited time, in-class situation, and in effective English stylistically and mechanically.

Evaluation

At the end of the term, students complete anonymous evaluation forms. The overwhelming response that this course has received over the years is that this modification of the conventional composition course had made English studies much more meaningful and valuable to students in helping them understand current controversies, spot deceptive reasoning and logical fallacies, find and evaluate sources, and formulate and express their own opinions in a well-reasoned manner. A frequent comment is that they previously accepted much of what they read or heard in politics or media without questioning it, or else ignored political controversies because they felt too "dumb" to understand material propagated by "experts," but that now they gave gained the confidence to actively follow such controversies with an independent, critical mind.

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U.S. HISTORY AND CIVIL RIGHTS ISSUES

by
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ABSTRACT

A U.S. history survey course was modified to focus upon issues of free speech in past eras and to stimulate more active student thinking about the historical patterns in the expression and limitation of political ideas in the American past.

How LRE Fits Into Course Curriculum

I revised my traditional United States history survey course (1865-1980) to include a more detailed examination of constitutional civil rights and individual liberties. In a ten-week course that must cover the basic issues in American political and social history over at least a century, even crucial constitutional issues can all too easily be glossed over. When they are dealt with, it is also easy to overlook the intense controversies that have surrounded constitutionally guaranteed civil rights in America. I decided to focus more sharply upon the issue of freedom of political expression, both to incorporate LRE ideas into the curriculum and also because so many of my students are politically apathetic and I wanted to expose them to the fervor and controversy surrounding the expression of political ideas in past eras.

The course, therefore, emphasizes three "cases": the Sedition Act and Red Scare of the World War I period in which radical groups such as the I.W.W. and the Socialists were affected; the House Un-American Activities Committee activities of the McCarthy era; and the antiwar protests of the Vietnam era.

Student Inquiry and Participation

My course modifications included involving students more directly in talking and thinking about the above three cases, revising lectures to incorporate the constitutional and legal aspects of the cases, and adding reading materials (interpretative essays and primary materials such as court cases, Congressional hearings, biographies) to give students a deeper historical background. In the class discussion periods, we examined the assumptions and fears of the government, the legal interpretations of key legal decisions about free speech and political actions, and the class then discussed -- often in sharp and heated exchange --- the responses of authorities, the actions of the "defendants," and the constitutional implications of what happened.

Follow-up Application

As a follow-up activity, I gave the students an informal questionnaire to fill out anonymously in class, asking them what their actions would be in hypothetical situations based on those we had discussed but that I had altered to make more immediately relevant to them. We then discussed the results in class, results that stimulated the sharpest and most interesting discussions I have ever had in my courses. Given that all the students now had some historical background for their opinions, and some experiences with thinking and talking about these issues as historical cases, they had some basis for their opinions in the contemporary situtations in the questionnaire.

The questionnaire responses were diverse, including quite a few that tolerated no freedom of speech at all. Even some of the most apathetic students began to get minimally involved as the class argued about the issues in these hypothetical cases and compared them to the earlier historical examples. I wanted visible demonstrations of conflict over free speech issues, followed by some historical analysis of past patterns, and some minimal recognition that such differences have alwyas existed and have had to be resolved, not always easily or amicably. I believe that these "lessons" were demonstrated.

Evalution

I was too cautious in my initial modifications. While I remain extremely satisfied with the changes I made in the curriculum for this course -- inclusion of reading materials, the deepened attention paid to these legal/constitutional issues, and the level of student discussions -- in my next classes I plan to institute the more active student participation, such as role-playing, that LRE suggests. My chief hesitation in not implementing these non-passive activities this year was concern about time. Ten weeks is so short a period to cover topics from Reconstruction to Watergate. Yet now that I ahve had demonstrated the significantly increased student interest and learning even from this year's modest changes, I am excited about going much further with the LRE approach.

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UNITED STATES FOREIGN POLICY AND THE CONSTITUTION

by
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ABSTRACT

Constitutional issues are introduced into a course that surveys the important events, themes, and interpretations of the foreign policy of the United States. Debates are held dealing with the influences of ideology, economics, strategy, domestic politics, executive-legislative competition, national self-interest, and the development of American power and influence, and the constitutional implication of various activities.

How LRE Can Fit Into the Course Curriculum

The Constitution of the United States is fundamentally a blue-print for a federal system of government which divides authority between the nation and the states, and distributes national authority between the three brances of government. The Constitution contains provisions that delineate the conduct of foreign policy and imposes limits, both expressed and implied, that have serious implications throughout American history.

Constitutional issues emerge at various points in the conduct of foreign policy. What are the proper limitations, in a democratic society, on the public's right to participate in and shape the process of foreign policy? What latitude should the President have in concluding international agreements without approval of Congress? How much authority should Congress have in limiting the right of the Chief Executive to send American forces into armed conflict? What limits should there be on Congress and on the public in obtaining sensitive information regarding the conduct and implementation of foreign policy?

Such law-related issues are clearly relevant to a study of the history of American foreign policy. Students should be encouraged to question the constitutionality of the Alien and Sedition Acts, the purchase of Louisiana, the application of the Monroe Doctrine and the policy of expansionism, the use of executive agreements and the emergence of the "imperial presidency," the Tonkin Gulf resolution, and the Iran-Contragate controversy.

Student Inquiry and Participation

At the start of the course students become familiar with those articles in the Constitution that address the powers that concern foreign relations and defense. Students are assigned to research controversial issues in American foreign policy and to debate the constitutionality of action taken. For example, when addressing President Polk's policy that led to a declaration of War against Mexico, two students argue opposite positions on whether the action was or was not constitutional. After each debate, students have the opportunity to ask questions and respond to the issues raised. The entire class then votes as to whether the action taken was within the limits set by the Constitution. There follows a discussion of the constitutional implications of specific actions and policies adopted by the President and Congress in the field of foreign policy. Topics to be debated inlcude those listed above and additional actions that may be subject to challenge on the constitutional issue.

Follow-Up Application

Follow-up assignments require students to read newspaper articles related to the current conduct of American foreign policy, and to write a position paper as to whether the action taken was within the limits expressed or implied by the Constitution. Each student will be required to submit two position papers during the course. The instructor will present approprate papers to the entire class, and ask students to take positions on such controversial issues.

Evaluation

The instructor will evaluate the debates and position papers on the basis of the degree to which the presenters understand the constitutional issues involved. Criteria for this includes the historical accuracy related to each issue, and the student understanding as to how each event relates to a specific constitutional issue. Since this is the first time I will be teaching this course I will evaluate the LRE component from responses solicited from students. In addition, student responses to the LRE component will invariably appear on student course evaluations, which they are required to submit at the end of the semester.

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FUTURE TEACHERS EXPLORE THE ETHICAL AND LEGAL DIMENSIONS OF SELECT SUPREME COURT CASES

by
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ABSTRACT

Learning and Values, a new course required of all students enrolled in the Liberal Studies program at CSU, Chico, introduces students to a range of ethical issues important to teaching and learning. As part of its three-week unit in professional ethics, the course introduces to important United States Supreme Court cases. Students study how legal and ethical reasoning informs court decisions that have influenced education in America. In addition to evaluating the positions argued in cases, students have the opportunity to discuss the cases in class and study the way in which the court is forced to deal with conflict, ambiguity, and the resolution of ethical and legal dilemmas. Final research papers discuss the similarities and differences between the opinions of two or more Court cases.

How LRE Can Fit Into the Course Curriculum

The Liberal Studies program at CSU, Chico, recently instituted a new required course for its 1070 declared majors (most of who plan to become primary and secondary school teachers). The course, Learning and Value, is an introduction to critical moral reasoning, moral development, historical and contemporary moral education, and professional ethics. It provides students with an understanding of the fundamentals of ethical deliberation and justification related to teaching, professional relationships, and to the relationship between individuals and democratic community.

After a semester teaching this course, I found that I needed to communicate in greater depth to students the important relationship between ethics and the law, between ethical and legal reasoning, and, between ways of resolving ethical and legal dilemmas. Most importantly, I wanted to show my students that, in the American experiment, there exists a logical distinction between religion and morality that is fundamental to legal reasoning, and that in this system law serves to define the parameters of moral discourse and at the same time assures the protection of specific moral values in the society (beneficence, nonmaleficence, autonomy, justice, veracity, covenantal and fiduciary relationships).

Student Inquiry and Participation

In response to this need, I introduced a number of U.S. Supreme Court cases into classroom discussions. For example, in our discussions of autonomy and freedom, the class debated the merits of various arguments put forth in New Jersey v. T.L.O. (1983), West Virginia State Board of Education v. Barnette (1943), and Wisconsin v. Yoder (1972). Discussions of ethical and legal issues related to punishment were supported by debate about the opinions rendered by the Justices in Goss v. Lopez (1975) (a copy of the course syllabus for other cases -- both legal and ethical -- is available).

It was not difficult to involve students in discussion. Before case discussions took place, students read excerpts of the various cases, including both majority and dissenting opinions. In addition to writing two page papers on each case (an assignment that required students to highlight the central principles and conflicts of the case), classroom presentations and discussion elaborated these issues, and provided an opportunity for students to orally rehearse and present their own opinions. . The students had developed abilities at rigorous case analysis in the first 12 weeks of the course and the discussions involved most of the students. It was only in the context of studying these cases that many students, for the first time, began to understand legal reasoning, and its relationship to the Constitution and to moral and ethical principles.

Follow-Up Application

Two successful follow-up activities were implemented. First, all students were required to take an essay-type take-home exam over the professional ethics material, and this included questions about the cases we had discussed. In addition, each student was required to write a 10-15 page research paper on a topic of their choice, and a sizable number chose to write on Supreme Court cases. A number of these papers will be collected and made required reading by students coming through the course again next semester.

Evaluation

Students were initially a bit threatened and overwhelmed by the case reading assignments, both in terms of their complexity and in terms of who was writing them. However, once students understood the philosophy, reasoning, and intent of the cases, they quickly began to interact with the material. The first discussion was a difficult experience for most of the students. By the last discussion, students were raising issues that even the cases themselves failed to address. Further success of the modification was evident from the fact that a large number of students chose to write on law-related issues.

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CONSCIENCE, CULTURE, AND LAW: RELIGION AND THE RIGHT TO READ IN HIGHER EDUCATION

by
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ABSTRACT

A General Education course was modified to incorporate a more concrete participatory-awareness of First Amendment rights with respect to religion, value-involvements/judgments, and library reading materials. In the context of a positive, even aggressive, definition of "philosophy" and of "religion" in general, and of a course textbook's thematic interest in "Laws/Conscience," an otherwise rather abstract, if not abstruse, exploration of religion, conscience, and culture/law was made more individual/experience-specific by the introduction of a dramatic case-study. Various scenarios--representing the pluralistic nature of the student's ethnic backgrounds -- were identified and role-played, all against the historical background of national identity, of the need for nature of "law." As usual in "doing-philosophy" the students philosophized on several levels: (1) on the central historical, even Constitutional, themes and issues; (2) on the crucial role of definitions, of explicit and implicit assumptions, etc.; (3) on the ... alternative pathways for "resolution."

How LRE Can Fit Into the Course Curriculum

While Cal Poly's General Education courses are designed to provide "an integrated program," more often than not our courses are, at best "interdisciplinary," if not isolated, courses. "Introduction to Philosophy" faced this temptation. Worse, it courted the temptation to underestimate personal/student participation and interaction. How does such an educational philosophy and practice inspire "the democratization of knowing, and knowledge?"

Granted more radical definitions of "philosophy" and of "religion," and granted the textbook's thematic focus on "Law/Conscience" (with its specific subtleness of history/historical consciousness, conscicence/culture, law/relativity/transcendence), there was a need for a means to dramatize the centrality of humans caught up in values and issues, in problems and in resolutions. This "need" was addressed by introducing into the course specific materials from CEEP/LRE: (1) Teaching with Case Studies, and (2) "Controlling What Goes on Library Shelves: Censorship or Selectivity?" (Speaking and Writing Truth, 1985*).

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*Speaking and Writing Truth is part of the donation of LRE materials provided by CEEP to the CSU campuses. See Appendix.

Student Inquiry and Participation

Informed by their reading of "Laws/Conscience" the students were assigned the case study, "Controlling..." But given their respective ethnocentric backgrounds, each was invited to read and interpret the "case" from the creative tension afforded by (1) the First Amendment and citizenship, and (2) their respective understandings of "cultural values." "authority," and "autonomy." Since doing-philosophy involves critical thinking, each student was encouraged to given an accounting of implied values -- of implied standards of values (e.g., "should." "must," "have to," etc.). The students role-played the case-study. They proffered interpretations. And they attempted to grapple with the problems and paradoxes by autonomy in the social arena of law(s). Awkwardly but steadily they engaged "crisis of belief" and, in this, "crisis of authority." They encountered, too, the "paradox of freedom."

Follow-Up Application

The nature of the drama itself helped the students to "see" the creative and critical tension among personal/public visions and aspirations, historical documents and institutions, and contemporary policy and principle. No longer was doing-philosophy contentless! To the contrary, context had enjoined content. Politics itself became not so much an option but an essential force and factor in self/social consciousness.

Evaluation

In an educational format such as a polytechnic university (with its tendency to underscore vocationalism) the combination of critical-thinking and case-study presented students and the instructor with a means to interact more searchingly, more fully. Risks were many. And so were responsibilities. Certainly a keener sense of "the democracy of the intellect" became more real, more personal/interpersonal.

Several items need to be addressed:

(1) Introduction into the course itself an entire section on "Social Philosophy and Law."

(2) Continued work with case-study methods.

(3) A means to evaluate personal growth in the context of implication for "citizenship," for "democracy."

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BEHIND THE SCENES IN GREAT TRIALS IN AMERICAN CIVIL RIGHTS AND CIVIL LIBERTIES

by
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ABSTRACT

Use of Great Trials in American History: Civil War to the Present* illustrates to students, including prospective credential candidates, that individuals are important in the most dramatic battles for civil rights and civil liberties. These exercises also show how a major case arises in a natural social setting even though in modern times "litigating coalitions" often seek to create a "test case." Each student in the class must read the Great Trials case studies. Students choosing to do the project also devise a role-playing exercise centered around a critical phase behind the scenes of the "great trial." These scripts will be maintained in the Civil Liberties course file and made available to teachers, credential candidates, and others who seek such educational material from us for classroom use.

How LRE Can Fit Into the Course Curriculum

As someone who has taught Civil Liberties from 1972 to the present, I have a lot of experience in refining the course to meet student needs. Among the purposes it serves are historical perspective, reinforcement of reading, reasoning, and writing skills, and challenges to political ideology, social values, and prejudices. These new exercises not only serve those purposes but also stimulate the students to be more creative in finding ways to learn about and ultimately to teach about our civil rights and civil liberties.

Student Inquiry and Participation

The materials from Great Trials are well integrated into the course, which typically includes a case textbook, such as Mendelsohn's Civil Liberties and the American Constitution and one or two book-length case studies. Great Trials replaces one of those supplemental books and is required reading for all students. In addition, each student is required to do a paper or a role-playing simulation. Topics from Great Trials are encouraged although not required. The range of allowable topics is as broad as it has always been for this kind of assignment.

*This book is part of the LRE materials donated by CEEP to the CSU campuses. - See Appendix.

The most innovative part of this civic education enhancement is that a student may choose to write and to perform (with the assistance of others if necessary) a monologue, dialogue, or scene from a critical non trial phase of the "great trial" litigation. If such a simulation is opted for, the student is given additional guidelines and suggested "types" such as the first lawyer-client conference, the judge and counsel in pre-trial conference, the litigating coalition threatening to withdraw if issues are framed too conservatively. Dreyfuss and Lawrence's The Bakke Case: The Politics of Inequality provides many excellent examples of such "scenes," e.g. Bakke's first meeting with the assistant admissions dean who was himself so troubled about affirmative action and who intentionally or not encouraged Bakke to litigate.

Follow-Up Application

The written version of the simulation must be error free and ready for duplication for others' use. The student is given feedback and assistance in revising in the ususal manner of term projects, but must work in the knowledge that teachers, other CSU students (including credential candidates), forensic coaches, and others will have free access to this material although required of course to give proper credit to the student who devised it.

An appropriate number of class periods in the second to last full week of the course will be provided for presentations of simulations. This activity will begin in the Summer 1988 and will be revised and done again in the Spring 1989, the next two times this course will be offered on our campus.

Evaluation

Any person borrowing a simulation materials will be requested to complete a short evaluation of its effectiveness. These also will be retained and provided anonymously to the Civic Education project when requested.

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RESPONSIBILITY FOR ECONOMIC SECURITY

by
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ABSTRACT

Students in a Liberal Studies Senior Seminar applied decision making tools developed by the Law In a Free Society Project to a case study involving a small business owner who must decide whether to lay off an older worker with low productivity.

How LRE Can Fit Into the Course Curriculum

The Liberal Studies Senior Seminar is a culminating experience for multiple subjects (elementary grades) credential candidates. The objective of this team-taught course is to compare and contrast the strengths and limitations of several social science disciplines (economics, political science, and sociology) and to apply these paradigma to significant social issues. Materials from the Law in a Free Society Project were used in considering solutions to the conflict between individual economic security and societal economic development.

Student Inquiry and Participation

During the economics component of the course, the Trade-offs film, "Less and More" was shown*. Trade-offs is a fifteen program series that has been successfully used to introduce economic concepts at the fifth and sixth grade level. In this program, Ricky takes over the management of his family's restaurant when his father has a heart attack. Ricky introduces several ways of improving productivity that have the effect of increasing ways and profits and holding down prices for customers. However, some of the employees were no longer needed after the increases in productivity. The program ends with Ricky and his father trying to decide whether they should layoff Vinnie, a long-time employee and family friend who is past retirement age. A younger worker, David, is much faster and can handle all the kitchen work by himself.

To help determine what Ricky and his father should do, students next read the lesson plans on choosing among competing responsibilities developed by the Law in a Free Society Project**. We applied the

*Call Professor Evans for the full citation on this film series.
**The LFS competing responsibilities materials appear in CEEP; Teaching With Case Studies and in the LFS instructional kit, Responsibility IV (grades 6-7), both of which are available on all CSU campuses.

decision making tools of these lessons in a wide ranging discussion of the case study. We concluded the session by discussing how societal institutions are structured to address this conflict among goals. For example, in the United States economic activity is organized by a competitive market economy to provide incentives for productivity growth and economic development, while a governmental "safety net" has evolved to provide for the needs of people displaced by technological change.

Follow-Up Activities

Students had to write two papers after this class activity was introduced. In the first paper, they had to discuss an important social problem from the eonomic perspective and advocate a solution to the problem. In the other paper, students had to develop a lesson plan pertaining to the topic chosen for the economics paper.

After the lesson was introduced, students were provided with an overview of the entire set of materials available from the Law in a Free Society Project. Teaching units and source readings on authority, justice, privacy, and responsibility were made available to the students by the curriculum specialist for the Kern County Superintendent of Schools Office. Several students successfully utilized the materials in at least one of the two papers.

Evaluation

Students seemed genuinely impressed with the power of the decision making tools developed by Law in a Free Society Project to assist in deciding among competing responsibilities. Their dialogue was more focused and organized than in other class debates. I duplicated an order form for these materials and recommended that the students keep the materials in mind as they finish their credential program and begin to develop social studies curricula for their own classrooms.

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AMERICAN GOVERNMENT AND POLITICS FOR TEACHERS

by
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ABSTRACT

Enrollment in one section of the introductory American Government course during Spring Quarter 1988 was limited to students who either planned to teach in the future or who were teaching currently. Students were assisted by Professor Dennis Heim, Division of Curriculum and Instruction, School of Education, and me, to use LRE materials when teaching a lesson to the class that involved a major topic covered in the course.

How LRE Can Fit Into the Course Curriculum

Following a CEEP statewide workshop of CSU faculty, Professor Heim, the Deans of Education and Natural and Social Sciences and I decided that future teachers would benefit from a section of the introductory course in American Government that was reserved solely for them. Satisfactory completion of this course, Political Science 150 fulfills the U.S. Constitution and the State/Local American Institutions requirement for students who are seeking a teaching credential. We assumed that students would benefit from team-teaching by a political scientist and a specialist in methods of teaching. The Deans agreed to provide a modest amount of assigned time to facilitate the cooperative effort. This arrangement was designed to encourage future teachers to think about how they could effectively transfer the material they study in college courses into their own elementary and secondary classrooms.

Student Inquiry and Participation

In addition to completing the normal course requirements, students taught a lesson to the class, either individually or with a partner. They were enabled to do this after Professor Heim, at an early class session, explained teaching strategies and shared two sets of CEEP materials with the students (Teaching with Case Studies and An Introduction to Law-Related Education). After students selected the subject for their lesson, Professor Heim was available to advise and assist them with strategies that would present the material effectively.

Students selected their subjects from a series of lessons that I coauthored titled: BECOMING INFORMED CITIZENS: LESSONS ON THE CONSTITUTION FOR JUNIOR HIGH SCHOOL STUDENTS.* Representative topics included: the Functions of Law, Compromises in the Constitution, Civil Rights and Liberties, Federalism, The War Powers of the President, and Judicial Review. Prior to teaching the lesson each student wrote a paper that summarized the important concepts involved in the lesson, explained how this subject matter would be taught to the class, and evaluated how effectively this material was presented in a Junior High School American History or Civics text, in a Senior High Government or American History text, and in the textbook assigned for the course. Thus they were required to become very familiar with the substantive knowledge needed to teach the lesson as well as determine what pedagogic techniques, scuh as cooperative learning or case studies, would maximize the learning process for the students in the class.

Follow-Up Application

Class members asked questions and commented about the lesson following each presentation. My evaluation pointed out strengths and weaknesses in the presentation -- concerning both the substantive knowledge and the effectiveness of the pedagogic techniques used.

Evaluation

As the quarter progressed, class members developed a sense of rapport with one another that encourged the use of various pedagogic techniques. Therefore, they were able to observe and to experience different methods for conveying subject matter -- case studies, group work, mini-lectures, game formats, etc.

A majority of the class of 25 consisted of students who were teaching currently but had not fulfilled the U.S. Constitution requirement. A majority were non-social science majors. Thus the original course objective of targeting undergraduate-social science majors was not realized. Nevertheless, we expect that the formal student comments regarding the value of the course, which will be available following the submission of grades in mid-June, will show that the students consider this format represents a superior means for studying this law-related subject matter.

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*Call Professor Wagner for further information about this document.

REWRITING THE U. S. CONSTITUTION

by
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ABSTRACT

During the fall semester, 1988, I taught a special section of a course that regularly fulfills the CSU graduation requirement in American government. In order to celebrate the Bicentennial of the U.S. Constitution, I organized students into a mock convention that examined the Constitution and debated revisions proposed by the students to meet contemporary needs.

How LRE Can Fit Into the Course Curriculum

According to our University Catalogue, the course, Political Science 110, American Government, 3 units, is "an examination of the historical and cultural foundations of the American and California constitutional systems in the context of contemporary political, economics, and social issues." It is designed to satisfy the requirement of Title 5, California Administrative Code, #40404, which reads in part:

> **Each campus [of the California State University System] shall provide appropriate courses in the constitution of the United States ... and of the principles of state and local government established under the constitution of this State, and in political science ... designed to develop basic ideals and the knowledge and skills necessary to intelligent and loyal citizenship.**

In short this is the basic University course which reflects the content of LRE.

Traditionally, I teach this course in a lecture-discussion mode with assigned readings, exercises, quizzes, an essay examination, and an objective final examination. The topics include Services and Regulation, Foreign Policy and Defense, Constitutionalism and Free Government, Federalism, Policymaking, Taxing and Spending, Interest Groups and Political Parties, Public Opinion and Mass Media, Campaigns and Elections, Legislation, Administration, Sharing Powers, Adjudication, Civil Liberties and Civil Rights, and Urbanization and the Future.

The modification, focusing upon revising the U.S. Constitution, considered the essential subjects of each of the major constitutional provisions: the federal system (Articles IV, VI, Amendments 10, 14), separating institutions and sharing powers (Articles I, II, III), judicial review (Article III, Amendment 11), structure of Congress (Article I, Amendment 17), structure of the executive (Article II, Amendment 12, 20, 22, 23, 25), structure of the courts (Article III), civil liberties--freedom of expression (Amendment 1), civil liberties--criminal procedures (Amendments 4-6, 8), civil rights (Amendments 5, 14), taxing, borrowing, and spending (Article II), the amending process (Article V), and campaigns and elections (Article I, Amendments 15, 19, 24, 26).

Although the subject was approached in a different way, most of the same topics were addressed in the modification, which was legitimate and, certainly, appropriate during a celebration of the Constitution's Bicentennial.

Student Inquiry and Participation

The method employed in this project was team learning, debate, and simulation. Students were required to join two teams. First, they chose a seat on a delegation from one of the 50 states to the Constitutional Convention. Second, they selected membership on a committee with jurisdiction over one of the topics listed above in Item 3(1). The Convention was called for the purpose of examining the present U.S. Constitition for possible additions, deletions, or other modifications that would improve its ability to meet the needs of our contemporary society. After some preliminary study and work on the Constitution, class time was devoted to regional caucuses of state delegations, to subject-matter committee meetings, and to plenary sessions of the Convention where proposed revisions were debated and voted upon.

Subject matter committees prepared written reports and presented proposals to the Convention. All students engaged in debate during the plenary session. In addition to their committee reports students gave at least one other major speech for or against a proposal and spoke extemporaneously on the reports presented by others.

Follow-Up Application

Since this was not an education methods course, I did not have the students teach the simulation methods, as such, to others. But from their convention participation it was obvious that they were transferring the spirit of the simulation from their regional caucuses and their subject-matter committee meetings, held outside class, to the classroom. I believe that any future teachers in the class are prepared to organize a mock convention or a mock legislature for their students.

Evaluation

From my observations the students in the modification did not learn more or learn at a more sophisicated level than students in a course with a traditional learning mode. But many of them did seem to have more fun than those in the traditional learning mode. Further, it is too early to tell whether the students who participated in this teaching modification will retain more knowledge of constitutional issues longer than those who learn in a traditional mode. Many remarked that it was the best class they had. Of course, there were others who took the course because it was required and chose this section because it was the one that fit their schedules; they performed minimally. Several others indicated their hope that the modification would be repeated so that other students could benefit from it. With all the extra time and the sheer physical energy required to manage the convention, I assured the students I would repeat the simulation every 200 years.

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FREE SPEECH IN THE PUBLIC SCHOOLS: A SIMULATION

by
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ABSTRACT

An upper-level undergraduate political science course, PLS 407, Public Law: Rights and Liberties, was modified to include a simulation based on the Lawyer in the Classroom Unit, Tinker v. Des Moines Community School District, from the Constitutional Rights Foundation (and reproduced in the CEEP publication Teaching With Case Studies). We devoted a class session to a simulated town meeting on the decision. The students evaluated the exercise and had the opportunity to answer an examination essay based on it.

How LRE Can Fit Into the Course Curriculum

Political Science 407 is the latter half of a two-quarter sequence in the public law subfield. The course requirements consist of the reading of court cases, participation in class discussion based on these cases, two essay examinations, and a research paper. The course objectives include learning to read and brief cases, becoming familiar with the constitutional text and the significant court decisions, studying the development of consititutional doctrine over time, and exploring the issues of constitutional interpretation and judicial review.

This course is already "law-related education." My goal was not to include more law but to incorporate some of the techniques discussed in the CEEP materials to do something other than reading and discussing cases. These changes will be helpful in making this course more valuable for those who are not prospective law students. The exercise deals with an issue relevant to any citizen, parent, or future schoolteacher.

Student Inquiry and Participation

We held a simulated town meeting to discuss the merits, effects, and implementation of Tinker, a 1969 decision upholding the rights of students to wear black armbands protesting the Vietnam war. I divided the students into four groups of five each, representing teachers, principals, students, and parents. They were free to adopt any position that they could defend, and to make their own group decisions about seeking consensus.

Each group had a five minute opening statement, and could allot its time among the members as it chose. Each group chose to allot one minute per member. Three groups -- principals, teachers, and students -- were united, with the principals opposed to the ruling

and the two other groups in favor. The parents divided, three for, two against. The students had clearly worked hard, individually and together; most had read full text of the case, not just the excerpt in our casebook. I had prepared questions to stimulate discussion after the statements had been completed, but, in fact, my task was keeping order and giving everyone a chance to speak.

The last twenty minutes of the session were devoted to an attempt to construct a code of permissible and impermissible student expression. This attempt failed, because of the irreconcilability of the various positions. The class did reach agreement, however, that students should have some First Amendment rights, and that teachers, not students, bear the primary responsibility for conducting class to avoid disruptions.

Follow-Up Application

At the next class session, the students completed an anonymous questionnaire to evaluate the exercise. It was clear that they had worked much harder than on the usual class, and that they had profitably worked together. All but one of the fourteen students who completed the questionnaire felt that the exercise should become part of the curriculum for both this course and PLS 401. The only complaint was frustration that many students had not had enough time to express their views.

The midterm examination included a question asking the students to discuss Tinker in relation to the recent Hazelwood decision, upholding the power of the schools to censor student newspapers. Slightly more of the students chose this question than chance would have dictated. Most answers to this essay displayed more knowledge and thought than the other essays that they wrote.

Evaluation

Simulation exercises seem to be a useful way of achieving LRE objectives. I would caution, however, that classes with fewer than 15 or 20 students might be too small for an exercise in which students are divided into groups. The fact that I knew most of these students from earlier classes also helped. I could get a good balance of talkative and quiet students, older and younger, experienced and inexperienced, etc., so that the groups worked well together. This was one time when the length of the class -- one hour and fifty minutes -- was an asset rather than a liability. The exercise turned the students' role to a relatively active one; they worked hard, and seemed to enjoy it. Combining work and pleasure benefited the learning process.

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THE AMERICAN REVOLUTION: WHICH SIDE ARE YOU ON?

by
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ABSTRACT

This exercise is a simulation of society dealing with conflicting interests leading to the 1776 Declaration of Independence and the American Revolutionary War. Students are divided into class-based groups (the British ruling class, American merchant capitalists, slaveowners, petty commodity producers, and landless workers) from which they answer a series of questions and interact with each other. The objectives of this exercise are as follows: 1) give students a sense of the conflicting interests leading to these events; 2) understand that people's interpretation of events depends on their perspective; and 3) help students feel more comfortable speaking in class by providing small group discussions.

How LRE Can Fit Into the Course Curriculum

Objectives: The primary objective of this course, Economic History of the United States, is to help students understand the development of the U. S. economy. Specific note of race, gender, and class throughout the course clarifies perspectives other than those of the ruling elite. Corresponding political institutions and ideology supporting economic development are integrated into the course material.

Outline: The first part of the course is organized around the concepts of modes of production, i.e. different systems of organizing economic activity. The course begins by looking at British feudalism, the dynamics for colonial exploration, and the consequent settlements in America. The next topic is the Northern colonies' modes of production, the family economy and petty commodity production, in which people owned their own tools and land, and began to produce for the market. The slave South, ownership of people as well as instruments of production, is then discussed. By the time of this exercise, students understand the dynamics of these different modes of production, as well as the beginnings of America capitalism and the constraints imposed on the colonies by the British. The Revolutionary War and consequent founding of the U.S. is seen as allowing the U.S. to develop its own internal economic dynamic. After the exercise, economic development is analyzed in terms of stages in the development of capitalism (also called social structures of accumulation.

Critical Reading Notes: In order to ensure that students carefully read the material, they turn in weekly notes on the assigned readings. In addition to summarizing information, they also comment on the readings. I then respond to their comments. This helps students learn to critically evaluate material and provides another avenue of expression and feedback.

Student Inquiry and Participation

The main focus is a simulation of society. The class is divided up into the following groups: the British ruling class, American merchant capitalists, petty commodity producers, landless workers, and slaveowners. Slaves are not included because the political system in the South specifically excluded them. (This point can be further discussed.) Each group is given the following questions. After answering the questions among themselves, each group presents the answers to the class (either through a spokeperson or taking turns among the members). They can ask clarifying questions during this process. After all of the group have answered, students can ask more substantive questions maintaining their group's perspective.

It is February, 1776. You are members of the British ruling class (or one of the other four groups). Answer the following questions from yoru perspective.

1. Categorize your group with respect to race and gender.
2. With which mode(s) of production are you primarily involved? What is your relation to the production and appropriation of the surplus?
3. What position do you take on the question of independence from Britain? (i.e., explain why are you are either for it or against it.)
4. If the American colonies win independence from Britain, what would you want the new nation to include in its constitution? (i.e. How do you want the government to be structured?) Consider the following questions:

    a) What relationship should the colonies seek with Britain?
    b) What laws should be passed with respect to slavery and the slave trade?
    c) What is your view on the centralization/decentralization of federal control? Specifically, what is your position on:
        -a unicameral vs. bicameral legislature.
        -length of terms in office.
        -eligibility for voting.
        -the motion of checks and balances
    d) How will you and other members of your class make your views known?

Follow-Up Application

The take-home final exam allows students to think again about the dynamics of modes of production and the different interests of people from different classes. In addition, students can choose to write a term paper about a connected topic.

Evaluation

Students react quite positively to this and other similar exercises. They enjoy the role play and invariably "get into" their roles. Since similar exercises are done throughout the course, they get to experience other perspectives.

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RELIGIOUS CONVICTIONS AND PERSONAL VALUES VS. PUBLIC EDUCATION: WHEN THERE IS A CONFLICT WHAT IS THE LAW? AND HOW DID WE GET IT?

by
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ABSTRACT

This is a state-mandated course on American Government. We read the Constitution and discuss the history and present structure and role of the branches of the federal and state government. We now deal with Wisconsin v. Yoder (1972) as a way of exploring the issues involved when parent's values conflict with the obligation of the state. This case involves an Amish parent withdrawing his 15 year old son from school in Wisconsin where state law requires attendance until age 16. We use the moot court format the acquaint students with appellate court processes.

How LRE Fits Into the Course Curriculum

American Civilization 201 is a system mandated and required course on American Government. It is the only course most future teachers will take on the university level dealing with our government. In the past I have only described the relationship between law and society and we have spoken about significant cases. However, after we have read the Constitution, about two-thirds of the way into the course, it is easy to devote one or more classes to the actual development of law through significant case. We use this in-depth presentation as a spring board to discuss more recent issues concerning creationism and parents wishes to discard certain books from the public schools and discuss similarities and differences and why the law has been decided differently.

Student Inquiry and Participation

A description of the case is distributed. This adaptation of Yoder v. Wisconsin was developed by Law in a Free Society and is reproduced in CEEP's publication, Teaching with Case Studies, which is distributed to all CSU campuses. Students break into groups of six (40 students in class) and discuss the following questions:

1. What were Yoder's responsibilities to his family and to his country and state?
2. What are the state's responsibilities?
3. Are there federal government responsibilities?
4. Can these responsibilities be prioritized by the parties involved?

Group leaders report to the class. We then prepare for a moot court hearing dividing the class into opposing groups and a panel of judges. Instructions for such a mock hearing are distributed. Students are asked to consider which constitutional principles that we have discussed would come into play. This is done on a Friday and then on Monday we hold the hearing procedures outlined in the Law in a Free Society lesson reproduced in Teaching With Case Studies. Given the size of the class this takes on debate proportions and runs into two class sessions.

Follow-Up Application

The issues are integrated into a more general final essay question. In preparation, three students present recent cases about issues of conflict between private values involving religious convictions and public obligations of citizens and of government. This provides information about the current standing of similar cases in Tennessee, Arkansas, Alabama, and other states, as well as ways these might be developed into teaching formats.

Evaluation

Student response was enthusiastic. We need to make the process smoother given the number of students involved and handle the follow-up with more careful planning. Student enthusiasm and interest was so high it dominated other issues. I may do another significant case as well but the quarter system remains the enemy to formats other than lecture.

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JAPANESE AMERICANS AND THE CONSTITUTION

by
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ABSTRACT

A course in Ethnic Studies incorporated a focus on Constitutional issues, such as the application of the Bill of Rights during wartime. Students read a history of the ethnic group, saw a short film on the Korematsu, Yasui, and Hirabayashi cases, and discussed the implication of the decisions based upon their understanding of the Constitution.

How LRE Can Fit Into the Course Curriculum

Ethnic Studies, "Cultural Experience of Ethnic Minorities in the United States," is taken by many students some of whom are single and multiple subject students preparing for secondary and elementary teaching credentials. One of the main objectives of the course is to understand the process of minority status upon ethnic and racial minorities in the United States. The course examines along with social and cultural patterns of ethnic minorities the impact of dejure and defacto segregation upon racial minorities.

The changing rights of minorities under the Constitution are of fundamental importance in understanding their experiences as well as the changing status of minorities in American society. The issues of equal protection and due process are relevant for understanding the past history of institutionalized discrimination which had been directed towards minorities.

Student Inquiry and Participation

Students read background readings on the historical experiences of the Chinese, Japanese, and Filipino up to World War II. Just before a film on the Supreme Court decisions of Korematsu, Hirabashi, and Yasui was shown, students read a case study of Korematsu v. United States. The Korematsu case presented to students an instance when the Supreme Court ruled that Congress could utilize race as a basis to limit the application of equal protection.

After the film, historical and constitutional issues wre raised. The historical legacy of the Chinese in America, the experience of the Japanese immmigrants and their children, and the status of Japanese Americans just before the attack on Pearl Harbor were discussed. The students discussed the application of the Executive Order 9066 and the case of Korematsu v. United States. The issue of the right of the government to suspend the Bill of Rights in the interests of national security during peacetime as well as during wartime was discussed.

Follow-Up Application

Following the presentation students discussed the implications of the reversal of the conviction of Hirabayashi and Korematsu as well as the passage of redress bill by the Senate.

Evaluation

Students were involved in the lesson particularly because they became aware that the questions surrounding the constitutionality of the internment of Japanese Americans had greater implications than the experience of discrimination of one ethnic group. By having a historical perspcective, students also became aware that the racial hysteria which developed against Japanese Americans was part of a legacy of an anti-Oriental sentiment on the West coast dating back to the 1850's. The case study method is an important way in which to apply a general understanding of the experiences of a particular group.

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CONSTITUTIONAL ISSUES AND LAW-RELATED EDUCATION FOR THE SECONDARY CLASSROOM

by
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ABSTRACT

Secondary student teachers, all beginning their teaching assignments, were introduced to a variety of lessons covering constitutional issues and legal questions and cases. All of these materials were immediately applicable in the history, government and social studies courses they are currently teaching. After the presentation of these model lessons, and discussion how best to implement the materials, all of the student teachers utilized the plans in their classrooms -- and with great success.

How LRE Can Fit Into the Course Curriculum

TPC 434 is entitled "Instructional Analysis for Single Subject Classroom;" my section focuses on methods and curriculum for social studies classes. The students are all in their fifth year of education, and are concurrently doing their student teaching. The course objectives include: (1) demonstrating a knowledge of effective techniques for teaching the social studies (2) understanding the specific skills, concepts, and techniques used in each of the social studies, and (3) demonstrating the ability to plan and organize lessons and larger units in the various social studies.

Because the students are all actively engaged in lesson planning and teaching, either at the junior high or senior high level, they are highly appreciative of any materials which will assist them in their endeavors. I attempted to provide them with a variety of lessons covering constitutional issues and legal questions and cases, which could be immediately utilized in history, government, or other social studies courses. In addition, I tried to model how these materials might best be presented to a secondary level class, as I demonstrated each lesson to them. The presentation of all these model lessons, and discussion of how best to implement these materials, involved six weeks of class time.

Student Inquiry and Participation

Many of the law-related educational materials required introducing short "cases" to the class, followed by extensive discussion and description of how the law is involved in the story and thus how it is involved in their lives. Such issues as federal regulatory agencies, licensing laws, zoning laws, contract law and municipal service laws, are the focus of these exercises.

Other lessons entailed class discussions based on a series of examples presented in order to establish the boundaries for free speech in this country. After making individual assessments on each example, the class arrived at a consensus on the principle concerned. Similar exercises focused on the freedom of religion and freedom of the press clauses. One such lesson included a series of situations in which reporters gathered information by a variety of methods; the class was to decide whether the reporters' actions were legal and/or ethical. Another examined the Feiner v. N.Y. and Schenck v. U.S. cases and culminated in a class discussion of the relative rights of a revolutionary to free speech as opposed to the right of society to be kept orderly and secure.

A series of lessons explored how much students know about the law as it affects them in every day life, and involved discussing when one should call the police in a variety of situations, and then proceeded to longer case histories intended to develop critical thinking and moral reasoning.

Follow-Up Application and Evaluation

The culmination of this six week unit came with the presentation of two case histories: Brown v. Topeka Board of Education and Korematsu v. U.S., including the facts of the cases, arguments for the petitioners and respondents, and majority and minority opinions. The class discussed the issues and then role-played the Supreme Court justices writing their decisions and giving their reasons.

Without exception the student teachers were highly grateful for all of these materials and for the opportunity to implement them in our class. All fifteen of them immediately utilized these lessons in their various history, government and social studies classes in their student teaching assignments, and reported back that they enjoyed much success with the materials and methods. Their students reacted with great interest to these lessons and were stimulated to discuss the issues and ask questions. The student teachers reported uniformly positive responses to the LRE materials in all of their classes. They plan to make use of all the lessons we covered and are also using Cal Poly's repository of CEEP books and materials for next quarter's teaching assignments.

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TEACHING THE CONSTITUTION THROUGH EVERYDAY POLITICS

by
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ABSTRACT

The contemporary relevance and importance of the Constitution in everyday life is taught by examining the constitutional underpinnings of a number of major and minor political issues. Students are encouraged to explore this area further by preparing extra-credit research papers on contemporary constitutional controversies. This approach is probably best suited to a small, discussion-oriented class.

How LRE Can Fit Into the Course Curriculum

Polticial Science 55, American Government: National, State and Local, is required of all graduates of California State University, Chico. For a majority of students, including future teachers, it is their only introduction to the American political system and how its institutions operate at all three levels of government.

In recognition of the bicentennial of the U.S. Constitution, the Political Science 55 course I taught in the Fall of 1987 emphasized the constitutional underpinnings of our system of government and the continuing debate over fundamental constitutional issues. This was done, in large part, by using a review of the policies of the Reagan Administration in order to illustrate how much of the substance and rhetoric of every day politics involves competing interpretations of the Constitution. Topics covered included Congress' role in foreign policy (Iran-Contra affair), affirmative action programs, line-item veto, prayer in schools, right to abortion, and the division of responsibility over war powers.

In addition, every attempt was made to relate less prominent issues of the day to their constitutional roots. For example, news stories involving the FBI, airline deregulation, federal minimum wage laws or the threat of acid rain were discussed in the context of Congress' authority over interstate commerce and the vast expansion of that power in the last fifty years.

Student Inquiry and Participation

Students in the class wishing to receive extra credit were invited to write an eight to ten page paper (with footnotes and bibliography) examining contrasting viewpoints on a constitutional issue and stating their own conclusion on the merits of the controversy. They were invited to research nine different issues of contemporary significance:

1. Does the constitutional separation of powers between the President and Congress create a deadlock in goverment?
2. Does the President possess too much power over war-making and foreign policy?
3. Is the Constitution maintaining an efficient and realistic balance between national and state power?
4. Should we make it easier to amend the Constitution?
5. Should the Constitution be amended to allow Congress to place limits on campaign spending and contributions?
6. Should the electoral college system be replaced by direct popular election of the President?
7. What role should the Senate play in the confirmation of nominees to the Supreme Court?
8. Has the Supreme Court gone too far in its desire to protect the rights of the accused?
9. Should citizens be able to enact laws by direct popular vote?

Follow-Up Application

The last week of the class - generally used for summary purposes and to speak about future prospects - was devoted instead to a discussion of the constitutional issues about which the students had written. The thirty students who undertook the extra credit assignment played key roles in the discussions and each acted as one of the experts when his or her topic came under debate. Informal votes were taken as each issue was discussed and students expressed themselves on such questions as whether it should be made easier to amend the Constitution (no), whether the initiative should be extended to the national political scene (no), whether the President's war-making powers should be limited (yes), and whether the federal government had taken too much power from the states (yes).

Evaluation

The teaching evaluation for the course showed a general (if not enthusiastic) approval on the part of the students. One problem mentioned by them was that the class contained over 140 students which made discussion and personal interaction difficult. Class attendance was generally good, however. Another student criticism was that the three class examinations covered too much material from the assigned American Government text and not enough from what had been discussed in class. It is true that this teaching approach is better suited to smaller class size. In addition, the textbook should more closely complement the approach taken in the classroom. In the future, I intend to choose a text with a more substantial constitutional content (without sacrificing the other essential elements of a Political Science 55 course) or assign a supplemental book or readings dealing with constitutional issues.

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IS OLIVER NORTH A WHITE COLLAR CRIMINAL?

by
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ABSTRACT

The teaching modification uses a mock "trial" of Oliver North for his role in the "Contra-gate" scandal to motivate student thinking about various issues in the study of white collar crime.

How LRE Can Fit Into the Course Curriculum

The course is an upper division course in white collar crime offered jointly by the Sociology and Criminal Justice departments. The course is designed to provide students with an understanding of the current literature in the social sciences on white collar crime. We discuss competing definitions of white collar crime, the shape and significance of white collar crime in our society, types of white collar crime (e.g., organizational, occupational, governmental, etc.), the historical and contemporary legal status of white collar crime, sociological explanations of this kind of crime, and alternative policies for reducing the problem of white collar crime in our society.

This teaching modification involves students in a mock "trial" of Oliver North for his activities in the "Contra-gate" scandal. It is designed for a 100 minute session in an upper division course in the sociology of white collar crime with no more than 25-30 students. My objective in the course is to get students to recognize the existence and seriousness of white collar crime and to inform them of its sociological explanation. In doing this, we discuss what white collar crime is, how it is harmful, and how it is handled within the criminal justice system. All these topics come up during this exercise. In addition this exercise forces students to consider a type of white collar crime that is often overlooked: political crimes committed by government against the liberties and rights of citizens.

Student Inquiry and Participation

For the exercise the class is divided into four groups: (1) a small group (4 or less) representing Mr. North and his attorneys; (2) another small group of "procecuting attorneys;" (3) a third small group playing the role of "judge;" and, (4) a larger group (as many as 15) representing a "jury." Before the actual trial the students are provided with a brief journalistic description of the events and issues in the Contra-gate scandal (from Newsweek) and they are instructed in their respective roles. All participants are warned against being too legalistic and instead are urged to remember that they are to think and act "sociologically." They are told that this is more an academic than a legalistic exercise (otherwise their contributions will be too technical and narrow for the course goals).

Finally, each group is given a particular task to be performed during the "trial." The two attorney groups are assigned to present 10 or 15 minute closing arguments concerning why Oliver North is or is not guilty of white collar crime. The judge group must present a 5 or 10 minute "jury instruction" on the definition of white collar crime in general and crimes by the government in particular. The jury group is told that it will be given 15 or 20 minutes to render a decision and another 10 minutes or so to present their reasoning. (Their decision need not be unanimous and minority dissents are encouraged.) Each group is told to pick one of their members to be a recording secretary and spokesperson.

For the next 30 minutes the students are dispatched to read the relevant materials and prepare their various presentations. Then the "trial" takes place according to the order outlined in the previous paragraph. After the "case" is decided by the "jury," the remainder of the class is taken up by an open and wide-ranging discussion of the "trial" and its implications.

Follow-Up Application

Due to scheduling problems, the exercise did not take place until the very last day of classes. There was some follow-up discussion of the issues that arose during the "trial"; e.g., the "good soldier" defense, the meaning of international law, and the importance of individual responsibility. Ideally that discussion will be more extended in the future.

Evaluation

Comments on, and a description of, the usefulness of this teaching modification will be available after July, 1988.

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FIRST AMENDMENT RIGHTS IN THE SCHOOLS

by
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ABSTRACT

A course in Constitutional Law (POL 360) was modified to include an awareness of First Amendment Rights and cases involving free speech and free press of high school students. The key points of these issues, and related Supreme Court rulings on several cases, were made in oral reports by students. In addition, the honorable Normal L. Epstein, Judge, Los Angeles County Superior court, made a presentation in my class on Monday April 25, 1988, on these and related constitutional issues. A 75 minute videotape was made in our Instructional Media TV studio of the discussion of questions raised and analyzed by Judge Epstein by Drs. Gary Colboth, Professor of Public Administration and myself. Copies of the videotape will be used in my class and those taught by Dr. Colboth.

How LRE Can Fit Into the Course Curriculum

American Constitutional Law (POL 360) is an examination and development of the United States Constitutional system. Students analyze and discuss the fundamental rights protected by the U.S. Constitution and other legal provisions.

The course is listed under Area III requirements in Social and Behavioral Sciences for our Bachelor of Arts major in Liberal Studies, an interdisciplinary major designed primarily for students who intend to become teachers in elementary schools. It is the approved waiver program for the Multiple Subject Teaching Credential under the credential law (Ryan Act).

Future teachers need to be aware of major Constitutional issues and decisions related to free speech and press of students. They also need to be informed of their First Amendment rights that protect them in the use of materials in the classroom and in school libraries. Moreover, they need to provide their students with a wide variety of ideas and viewpoints about First Amendment rights of free speech and press despite efforts by some community groups to control if not "censor" materials. Teachers also can use LRE to teach and evaluate the "balance" between freedom, restraints and responsibilities, both constitutional, legal, social and ethical.

So the law-related issues of censorship and freedom of speech in the schools and First Amendment rights of teachers and students are highly relevant to the contents and objectives of the course curriculum of Constitutional Law (POL 360).

Student Inquiry and Participation

The first stage of student inquiry and participation was to examine the legal definitions and criteria of censorship, pornography, libel and slander. To provide background, several films on First Amendment rights were shown. The titles are:

"Justice Black and the Bill of Rights" (L156)
"Constitution and Censorship" (L9)
"Rights and Wrongs of First Amendment" (L441)

After discussion on the history of censorship and limitations and restrictions on First Amendment rights of free speech, students applied these concepts to several recent Supreme Court rulings:

Tinker v. Des Moines
Hazelwood School District (East High School) St. Louis, Missouri v. Kuhlmeier (1988)
Tennessee Fundamentalists v. School District

Students in my class became actively involved in the inquiry, discussion and analysis of the major Constitutional and legal issues and rulings by the U.S. Supreme Court. This in depth discussion should help them greatly in their roles as future teachers.

Follow-Up Application

Follow-up assignments involved watching newspapers and media for relevant cases and sharing them in class in their oral reports.

Evaluation

According to students' comments and my own evaluation and observation, the LRE teaching modifications were very effective and successful. The presentation by Judge Epstein helped to reinforce the concepts discussed and gave added expertise to the LRE material and the same was true of the three LRE films which were shown and discussed.

Next year when I do the two courses in Constitutional Law again, I will integrate more LRE related materials based on learning from this semester and student evaluations.

In conclusion, the evaluation by my students and myself clearly justify modifying my course outlines on a permanent basis to include and integrate LRE materials. It was a challenge and very stimulating to participate in the project.

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PENTACOSTAL PARENTS CLAIM FREE EXERCISE PROTECTION TO INSULATE DAUGHTER FROM FEMINIST IDEAS

by
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ABSTRACT

The purpose of this exercise is to introduce my civil liberties students to the complexities of reconciling the inevitable tension created in defining religion in a manner consistent with both the free exercise and establishment clauses. On one hand, the free exercise clause gives constitutional protection to individuals who wish to exercise thier religious rights. On the other hand, if a government body acquiesces in a particular free exercise claim, others may argue that the government has supported a particular religious claim, thereby violating the establishment clause. This problem is particularly problematic if an individual objects to public school curricula on religious grounds and in an attempt not to impinge on that individuals free exercise rights, the school district accommodates the individual's religious objection. The following exercise is intended to make students aware of the contradictions between the two religious clauses.

How LRE Can Fit Into to Course Curriculum

Political Science 121.b is a course on civil liberties. The second half of the semester is devoted to the First Amendment. The last three weeks of the class is specifically devoted to the First Amendment's religious clauses. While much of the class is devoted to lecture and discussion, at times I engage the class as a mock Supreme Court and have the students interact with one another on particularly intriguing constitutional problems.

In this exercise, I first introduce the inherent tensions between the two religious clauses. Then prior to any case analyses, I have the students briefly write an explanation of which clause they think would take precedence if a dispute had to be resolved by favoring one of the clauses' protections over the other. After several cases developing both the context of the establishment and free exercise clauses, I have the students act as a mock supreme court to draft an opinion on a hypothetical set of circumstances.

Student Inquiry and Participation

A recent hypothetical case-study is presented to the students as follows. A penacostal family recently moved to San Francisco from Tennessee. The parents' third grade daughter is exposed to reading material as part of a reading class designed to enhance reading skills. The subject matter is not analyzed; only reading and comprehension skills are stressed. The reading material had among other things, a woman doctor whose husband is making her breakfast. This is objected to by the child's parents on the basis that the reading material contradicts their belief that women have certain god-ordained roles that does not include women in professional situations nor men in domestic roles such as cooking. They demand their child be given alternative reading material claiming that any number of materials can be used to teach reading and that requiring their child to read feminist literature contradicts their religious views and infringes on their free exercise religious rights.

The teacher gives the student alternate reading materials which uses additional public school resources but satisfies the child's parents religious objections. The ACLU sues the local school district on behalf of other angry parents that see the school district's accommodation (a government entity) as supporting the particular religious doctrine of the pentacostal parents.

Follow-Up Application

I instruct the mock Supreme Court to render a decision. I give them some things to think about. For example, from an educational policy standpoint, if the mock court finds for the pentacostal parents, would that leave the school district open to any number of other religious objections that would need accommodation. If religious objections and accommodations became rampant, how would that affect the school district's resources and curriculum? What is the government's interest in providing an education to the children? How much latitude should the government have in providing a public education? Also, if the mock court finds for the pentacostal parents, isn't the school endorsing a particular religious viewpoint, and if so, does that contravene the establishment clause? On the other hand, if the mock court finds for the school district, isn't government imposing free exercise restrictions on the pentacostal parents? Since content is not the issue, but merely reading skills, could not the pentacostal parents say the government was not using the least restrictive measures to ensure that a valid governmental purpose was being carried out?

Evaluation

This is an interesting exercise intended to have different students' viewpoints clash on which religious clause is pre-eminent. The exercise gets students to think about how difficult it is to reconcile clashing constitutional interests. Exercises such as these go beyond mere analysis by forcing the students to juxtapose their own values with important constitutional principles.

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DOCTOR STRANGELAW OR HOW I LEARNED TO STOP WORRYING AND LOVE (WELL, TOLERATE) THE LAW

by
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ABSTRACT

Based upon exposure to the variety of legal document sources noted in the law-related education materials, certain appropriate documents and directions were incorporated into the subject matter of my American Civilization 201 course. In an attempt to involve the students directly in the issues, documents, processes, and sources of the American governmental system, key documents, vital law cases, amd important legal philosophies were made a part of the course coverage. Students were required to engage in discussion, debate, and research in specified areas of law, upon which they were later tested.

How LRE Can Fit Into the Course Curriculum

American Civilization 201 is the basic required American institutions class on campus. As such, it draws a wide variety of students with an extensive range of interests, background, and knowledge about the American governmental/legal system. For the most part, the average students are initially reluctant to immerse themselves in a subject that they believe (in all the wisdom of their 18-22 odd years) is not particularly relevant to their lives. The challenge is to change this misperception. Judicious selection of appropriate reading matter is therefore quite vital.

As a way of implementing some of the goals of the LRE project, I required the students to engage in an initial applied project in acquiring first-hand governmental documents. To this end, the students were requested to contact their California Assembly representative and ask for a copy of the excellent free booklet which contains some of the most crucial documents of government (e.g. the U.S. Constitution, the Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the California Constitution).

They were told that they would be expected to read the sections of this document that appeared in their course outline - since the tests would include questions derived from these sources. This project served two purposes: it forced them to discover who their representatives were and how to contact them, and it provided them with a copy of the basic documents of their own government.

Student Inquiry and Participation

Student inquiry and participation involved reading and discussing documents and cases directly (rather than summaries of them). They were required to apply the reasoning and approach of the cases in both class discussion and in test situations. They were expected to analyze constitutional provisions for logic, clarity, timeliness, and rationale.

Another aspect of the LRE goals which was implemented in the class was a review and analysis of key legal cases in the American experience. This involved both major cases which helped define the institutional setting of the country (i.e. Marbury vs Madison, McCullough vs Maryland, etc.) and cases which directly impacted upon individual rights (i.e. Engel vs Vitale, Brown vs Board of Education, U.S. vs Roth, etc.). The essential goal was to demonstrate that cases are not dull, tiresome items, but rather vital statements of the heart of the American experience.

Follow Up Application

The most cogent follow-up activity wherein students demonstrated the application of the lessons of law related materials was in test situations - both essays and other. In addition, they were provided an opportunity to engage in additional research in a particular area of interest (extra credit).

Evaluation

It is my impression that the students profited from and enjoyed the materials once they understood the process. A major benefit derived from the experience was to demystify the legal and governmental systems. Further, the students discovered that law and government were not mere abstracts in a classroom, but rather provide immediate and practical information which facilitates understanding and effective use of their rights. I enjoyed using these materials since they are so vital and exciting in scope and application.

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CASE STUDY: MAY A FETUS EVER BE USED AS AN ORGAN BANK?
OR
THE USE OF FETAL TISSUE IN CONTROLLING PARKINSON'S DISEASE

by
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ABSTRACT

A case study concerning medical experiments is used to promote student consideration and discussion of ethical and legal issues.

How LRE Can Fit Into the Course Curriculum

In my class, Contemporary Ethical Issues, the following case is introduced:

> Medical experiments in the United States and Mexico have shown that the course of Parkinson's Disease can be dramatically reversed by implanting adrendal grafts near the pituitary gland in the patient's brain. So far, most of these grafts have come from the patient's own adrenal gland, which is removed from the abdomen immediately before implanation in the brain. Recently, it has been shown that using fetal adrenal tissue can work just as well, thus sparing the older patient the painful removal of his own adrenal gland and improving his chances of recovery.

Student Inquiry and Participation

This case gives rise to exceptionally lively discussion. Through this discussion, a variety of questions are identified. It is helpful to let the class discover them for themselves, but -- with surprising degree of consistency -- these are the questions which arise:

1. Should no fetal tissue be used at all? That is, should the sole responsibility of providing the adrenal tissue rest with the patient?
2. Should fetal tissue only be used when it is clear that the patient's life depends on it?
3. Why not use fetal tissue from fetuses which have mis-carried? That is, why not put to use that which would not be used anyway? (In fact, this is how research has been carried out in Mexico to this point.)
4. Why not use fetal tissue from aborted fetuses? As with mis-carried fetuses, such tissue would otherwise go to waste.
5. But if fetal tissue is used from already aborted fetuses, wouldn't that encourage women in the future to conceive fetuses in order to abort them to provide adrenal tissue for patients desparately in need of it? Perhaps even for money? Wouldn't this make fetuses into commodities?

6. Wouldn't the potential for abuse be sufficient to draw the line at using any fetal tissue now, even if many patients with Parkinson's disease would die as a result and available fetal tissue would be discarded anyway?
7. Does the need of a mature person ever over-ride the rights of a fetus? (What happens, for example, when a doctor can only save the life of the mother or her unborn child but not both? Is it permissible to opt for the life of the mother?)
8. What should the law be in this instance? Should it be made consistent with utilitarian principles (which may put the public good over the private good)? Or should it have a contractualist basis? Or some other basis?
9. What is the ideal process for the development of such laws? A national commission? A committee of the American Medical Association? A committee of the National Conference of Christians and Jews? A think-tank like the Hasting Center of New York? And what is the role of Congress, which to this point, has made an effort not to be involved in such questions?

The process of discussion may take one to as many three class sessions. At the first class session the questions are identified and winnowed through discussion. At the second class meeting, students form into opposing groups, usually no more than four. The groups caucus and return to make their respective cases It is usually helpful to devote a third period to rebuttals and a final overview.

Follow-Up Application

In the Contemporary Ethical Issues class, students can place themselves with much more clarity in relation to the positions of the great ethicists of the past, such as Kant, Bentham, and Mill. They are also able to take much more precise and defendable positions as a result of analysis and discussion.

Evaluation

This case is given about one-third of the way through the class. As a follow-up, I reserve one question on the final examination for a discussion of these issues. The question is something like: "Define a policy for the use of fetal tissue in medicine." Students react with enthusiasm. The question enables them to show off their increased precision in the use of ethical terms and argument.

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LANDMARK U.S. SUPREME COURT CASES INTERPRETING CIVIL RIGHTS

by
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Humboldt State University

ABSTRACT

The American Government and Institutions course required for graduation for the California State Universities was modified to challenge general education students to analyze U.S. Supreme Court decisions which interpret, limit, and modify American definitions of civil rights as guaranteed in the First Amendment of the U.S. Constitution. Students were asked to read a Court opinion and answer the journalist's questions of who, what, where, when, why, how, and how much for the benefit of their classmates. These analyses were discussed and related to political conflicts and institutional remedies and resolutions.

How LRE Can Fit Into the Course Curriculum

American Government and Institutions, Political Science 110, examines the historical and cultural foundations of the American and California constitutional system in the context of contemporary political, economic, and social issues. The reality of the sharing of political power among the three branches of American governments is well illustrated by the process of judicial review and by the modifications specific case decisions require of legislative and executive functions. The methods of conflict resolution represented by our court system teach students the legitimate means adopted by their society to address many of its most volatile political questions. By studying the limitations and responsibilities associated with civil liberties, students discover the rationale for legal definition of freedoms and rights. Case studies and analyses demonstrate the changing and evolving nature of American consensus as to the necessary limits imposed by the U.S. Constitution on governmental regulation of private lives.

Student Inquiry and Participation

Students were assigned a research paper on a case study of political organization or conflict to be 3-5 pages long and based on consultation of three or more reference sources beyond the required texts. The LRE modification suggested that they choose a landmark U.S. Supreme Court decision as a focus for conflict resolution. Early in the term all students were scheduled to give an oral progress report on the results of their research. By presenting their topics to the class before writing the paper, the students are assisted in narrowing or expanding their research efforts by the class discussions and questions following each five minute oral report. Students spoke in front of the class from seven required note cards. Each card was to contain information answering one analytic question: who, what , where, when, why, how, and how much? (the latter meant to elicit some relevant statistical information or data important to the study of politics as a scientific discipline).

The formal framework for the oral report provided security for students uncertain about organizing their thoughts on a subject and for those nervous about speaking before a large classroom of forty peers. The assignment aimed to give prospective teachers and other general education students experience in reading, speaking, and writing about a political topic -- organizing materials in ways expected of them as future professionals. The instructor analyzed and presented several U.S. Supreme Court cases as a model for the class. The class textbook READINGS ON THE BODY POLITIC by F.R. Harris provided information on many civil rights controversies.

Follow-Up Application

After oral presentations, students continued their research and the writing of their papers. Many volunteered updates on new discoveries during class discussions. Others brought to class current events information from news reports pertinent to their own or to their classmates' topics. Hopefully the structure of this on-going inquiry method will suggest to future classroom teachers incremental steps they might adopt when directing long term assignment completion for their students. A particularly timely Supreme Court case was under consideration during the class term involving a local issue of Native American religious practices which were being disturbed by the plans of the National Forest Service to build a logging road through traditional wilderness holy sites. The competing interests both had adherents in the student body. The day after one student presented the history and status of the G-O Road case, the Court decision in favor of the Forest Service was published in the news. Then came reports of further environmentalists' attempts to limit the execution off the winning side's intentions and so the controversy, class discussions, and politicking continued--bringing to the class a living example of how a familiar conflict might find an arena for analysis and resolution through the forum of national debate over "the free exercise" of religion.

Evaluation

As measured by increased student discussion and enthusiasm for class debate topics, the focus on adversarial procedures of the American judicial system represented a useful way to interest the general education student in political controversies. Students commented that they learned about judicial powers and procedures through research on U.S. Supreme Court cases. Fewer students complained that they did not know what to write about or that they could not think of interesting question related to their research topics after presenting preliminary oral analyses which engendered classroom responses and suggested avenues of inquiry. An even earlier agenda for oral reports might further encourage students to become immediately immersed in the topic of their choice. An especially gratifying result of this modification was that students interacted with each other more, learned each others' names and interests in spite of large class size, and generally behaved in a less disinterested fashion--improving the instructional environment so that both learning and teaching became more enjoyable for the current and future teachers in the class.

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CASE MATERIALS IN JUVENILE JUSTICE

by
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ABSTRACT

This teaching modification in our introductory juvenile justice course expanded my ususal presentation of major court cases to include factual backgrounds and legal arguments on a more extensive level. Students were required to locate opinions and to raise the minority viewpoints. Class discussion focused on the limits of reasoning in these opinions and how the results might have differed in other factual circumstances.

How LRE Can Fit Into the Course Curriculum

In a very real sense, law-related education is a natural for a course in juvenile justice. Although there are several ways in which such a course might be approached, all of the appropriate ones in a four-year college setting ought to expose the students to original judicial arguments and writing. A straight-out "case method" approach is perhaps too dry for many students, but the manner in which the appellate judiciary tackles a crimial rights issue is something that all students should see first hand. The prospective teacher may not have as obvious an interest in such an experience, but the utility of this is clear if educators in the public schools are to be able to assess in their own minds changes in the law that will affect students' rights, teachers' rights, and the rights of citizens in the society at large.

Student Inquiry and Participation

As indicated in the Abstract, students were required to locate the original opinions of cases. this is possible in our own Library and in the County Law Library. A serial collection that we have of the collected Briefs of Leading Constitutional Cases has also served to provide them with original material. Among the cases with which they prepare themselves to deal are In re Gualt (1967), Tinker v. Des Moines School District (1969), McKeiver v. Pennsylvania (1971), Gross v. Lopez (1974), Ingraham v. Wright (1977), and New Jersey v. T.L.O. (1985). Most of these cases have also been commented on in casebooks, law-related education materials, etc. For this reason, both the ambitious student and the weaker one can seek out additional materials to assist them in analyzing the case.

Follow-Up Application

Each student learns not only how to access all cases, but also to read and independently evaluate the reasoning of a single case. One uniform result is that each is more confident in making assertions and conclusions about a wide variety of legal opinions. This is seen in the exams and papers that come subsequently in the course and even carries over to other courses in which they can apply these skills and insights.

Evaluation

The students are critical of the approach in that they do question the reasons for doing this. Most indicate awareness of the importance of independant assessment, and many are eager for the opportunity to test their own reasoning against that of the judges whose opinions they are reading in majority, concurring, and dissenting opinions.

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LAW, SOCIAL CHANGE AND INDIVIDUAL RIGHTS

by
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ABSTRACT

To support the objective of CJUS359 Law and Society, that students examine the interrelationship between law and society, debates are developed between the students on specific law-making topics and processes, and one area of law and social change, i.e., sex discrimination. Both activities will foster awareness of the balance between state and individual interests.

How LRE Can Fit Into the Course Curriculum

The LRE modifications fit into the course curriculum after the class has covered the basic material as, e.g., how law is made in this country and legal history. The LRE segment will give the students an opportunity to discover the interactive nature of law-making and the importance of interest groups in the formation of law.

Student Inquiry and Participation

In the first assignment the students will break into groups and debate one of several selected topics. Each student will have read an assigned article and have been assigned a position which supports or opposes state control over individual rights in the context of the material. The articles which the students will be assigned are:

1. William J. Chambliss, A Sociological Analysis of the Law of Vagrancy.
2. Andrew Sinclair, The Law of Prohibition.
3. Edwin H. Sutherland, The Diffusion of Sexual Psychopath Laws.
4. Howard S. Becker, The Marijuana Tax Act.

Each group will select a leader and that person will report to the class on the result of their debate. The class will follow-up with a discussion of the making of legislation and the interests represented therein.

The second assignment will be a debate on one of the early sex discrimination cases, i.e., Diaz v. Pan Am 442 F,2d 385. This will give depth to the class material on the effectiveness of law upon sex discrimination change. Each student will be given a copy of the decision. The class will be divided, with one side taking a position for sex-neutral laws and the other side taking the opposite position, i.e., that laws can be sex-biased in some areas.

Follow-Up Application

Writing assignments will be part of the two in-class sessions. In the first writing assignment each student will turn in a summary of the article and their opinion of the material. The second writing assignment will be a term paper on the relationship between law and social change in the context of a topic chosen in consultation with the instructor.

Evaluations

The students will be given evaluation forms for each segment and asked for their opinion and suggestions for further exercises.

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BRINGING HISTORY UP TO DATE

by
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ABSTRACT

The State mandated course in American ideals, historical events, America's place in the world and the development of the American character requires a strong commitment to law-related civic input such as the War Powers Act and the role of law in foreign policy.

How LRE Can Fit Into Course Curriculum

Each institution of higher learning in California must require the completion of two courses - one generally called American Government, the other American History. The influence of law on American government is self-evident. Not so clear is the influence of law on American History.

Thus in revising a basic American history course to meet the State requirement there is ample room to include a strong commitment to law-related material showing the development over the years of the American commitment to the rule of law.

From the very beginning of the American government, the role of law and lawyers has been indispensable. Two thirds of the framers were lawyers. Much of the language of the Constitution is based on principles of English Common law. The court system that was established followed that of the English system.

Subsequently, the role of law became more and more ingrained in our society. The decision establishing judicial review was a declaration that the law must be followed by the Congress. Decision after decision of the Supreme Court fleshed out the Constitution and gave a legal basis for the government.

The Monroe Doctrine, the Dred Scott Decision, the Panama Canal Pact, the Louisiana Purchase, those and many others were legal matters that had a tremendous affect on the new Republic - some for good, some for bad, but nonetheless all part of a continuing pattern.

Student Inquiry and Participation

Using this as a background these students are confronted early with the role that law has played in the development of American institutions. Selected Supreme Court decisions are analyzed and discussed. Gideon v. Wainwright, Baker v. Carr, Brown v. Board of Education, Mapps v. Ohio, Reynolds v. Sims, Bakke v. Regents to name just a few can be used to illustrate great changes in American life.

Individualized rights can be personalized through the Miranda case and through the first amendment cases. Students can observe the continuing battles going on between opposing forces when they learn of liberty through the eyes of the Supreme Court. A visit to a local court room adds even more interest to the knowledge of personal rights and responsibilities.

Certainly the influence of law on everyone's life is so important that it must become basic in our teaching methods.

Follow-up Application

Follow-up assignments included, (1) keeping track of Supreme Court decisions and discussing them in class, (2) attending a superior court hearing and then having students discuss the case representing plaintiff and defendant and (3) keeping abreast of foreign policy decisions and how they reflect the role of law.

Evaluation

Students enjoyed learning how the Supreme Court operates and watched carefully for the Monday announcement of decisions. They appreciated learning of the court system and actually attending a trial. The student reaction indicated that these basic ideas should be expanded as time goes on.

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THE CONCEPT OF JUSTICE AND THE AMERICAN SYSTEM OF LEGAL PROCEDURE UNDER THE CONSTITUTION

by
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ABSTRACT

Based upon text material, summaries of major cases decided by the Supreme Court, several weeks of reading in current events, and fairly extensive background study of American government, students in my American Civilization 201 class were engaged in a lengthy discussion of the meaning of "justice" and the connection of that concept with the day to day workings of the judicial system.

How LRE Can Fit Into the Course Curriculum

Implementation: American Civilization 201 is the first term of a two term sequence taken by most students at this university in order to fulfill basic requirements in the subjects of American history, institutions and governments. Many of these students are career oriented young people with little initial interest in the subject matter and often minimal understanding of the material covered. This particular exercise proved to be one of the most exciting and attractive to the students.

Students Inquiry and Participation

We began with a careful discussion of the meaning of "justice." We compared "justice" to several other characteristics of a society that the students believed were attractive - "democracy," "liberty," "equality," "greatness," and "richness." In each instance we discovered that a society devoted primarily to any one of the latter, at the possible exclusion of any of the others, could, in fact, be injust. Thus, without precisely defining justice, we came to the conclusion that it was the most important feature of a political society.

We then discussed the meaning of justice by asking if the University was "just," then, if this particular class was "just." Clearly no society, university, or class is completely just, but what could make the society, university or class less injust than it might otherwise be? After some discussion, the students determined that a clear set of procedures, as outlined for example in a syllabus, might provide a beginning. We decided that this did not make the class just, but it was an essential factor to provide commonly understood guidelines and to guard against arbitrary actions being taken against any student or group of students. In this way the written syllabus for the class was compared to the written Constitution for the entire society. That is, while the Constitution does not assure us of a "just" society, we see it as the rule book, providing understanding procedures we can use to pursue justice.

Follow-Up Application

With this in mind we carefully discussed the way the national judiciary is organized, and the relationship to that judiciary of the Attorney General's office, and the connection of the national and state court systems. We then looked at certain specific cases, particularly those recent cases in which the Supreme Court has used the 14th Amendment to expand individual rights to citizens of the several states. Considering these as a whole we returned to our original cogitations on the meaning of justice, attempting to draw a clearer connection between the theoretical discussion and the specific actions of the American legal system.

Evaluation

The approach outlined above took approximately two hours. By the conclusion of the class, students were demonstrably excited, interested and vocal regarding the concepts and issues raised. Of particular interest to me in the specific class here discussed were the responses of Asian students, who, as a consequence of enrollment patterns, and luck of the draw, represent a disproportionately large segment of the class. Almost without exception these students were engrossed in the discussion, and some stayed on for a few minutes after class to continue the discussion. This was one of the most exciting consequences of the exercise.

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FEDERALISM, THE CONSTITUTION AND THE FUNCTIONS OF GOVERNMENT

by
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ABSTRACT

This exercise provides a means for introducing college undergraduates to the topic of Federalism. The purpose of the exercise is to give the student a sense of the contrast between the written U.S. Constitution, its interpretation by the Supreme Court, and the practice of contemporary Federalism. This is achieved by allowing the students to assign various functions to the different levels of government and having them compare their decisions to the pertinent sections of the Constitution. The exercise concludes with a discussion of how the Supreme Court has interpreted the Constitution in this area.

How LRE Can Fit Into the Course Curriculum

The topic of Federalism is an important component of several classes in the undergraduate curriculum in Political Science. These classes include: Introduction to American Government, State Politics, Urban Politics, and Introduction to Public Administration, as well as several Public Law classes. This exercise can be adapted to any of these classes as a partial substitute for straight lecture.

Most students are unaware of both the constitutional provisions for the federal system and of how the Supreme Court has affected the contemporary system of intergovernmental relations. Moreover, many students find the topic of Federalism to be a lifeless one, despite its overall importance to domestic politics and policy. By utilizing a participatory mode of instruction, students are more apt to become interested in, and retain a working knowledge of the principles of the Federal system of government.

Student Inquiry and Participation

The class is presented (on a flip chart or blackboard) a fairly extensive list of governmental functions. The list may include a wide variety of functions, such as: education, regulation of various industries (television, banking, nuclear power, etc.), defense, agriculture, housing, etc. The class breaks into small groups of five or fewer students and is asked to assign each function on the list to one or more levels of government. The class is instructed to select levels of government on the basis of where each should "logically" go. Subsequently the groups are asked to announce their assignments, and to explain their reasoning to the class. The students should grapple with this problem and may be expected to disagree on many functions. This part of the exercise should help the students understand that there is no readily apparent principle for ordering the functions of government. It should also provoke their curiosity concerning how responsibility for these functions is actually allocated.

For the second part of the exercise, the class is asked to read several key passages from the Constitution such as the 10th Amendment, Article I (Section 8), and the 14th Amendment. The groups are instructed to reconsider their initial decisions concerning the proper level of government for the various functions. Presumably, the students will find a great amount of difference between their own ideas about which responsibilities each level of government should assume and those implied by the Constitution.

The final step of the exercise is for the instructor to explain to the class how the Supreme Court has reasoned when deciding cases that affect the actual distribution of the functions they have been discussing. This may include discussion of such decisions as McCullough v. Maryland, Gibbons v. Ogden, etc., as well as Dillon's Rule. The students should leave the exercise with a much greater appreciation for the impact of these decisions on the day-to-day operation of government.

Follow-Up Application

One possible follow-up step is for the instructor to return to students' decisions concerning the functions and levels of government when discussing the actual distribution of governmental responsibilities. The students may be surprised and interested to learn how intertwined the levels of government have become in recent decades. Presumably, this discussion will be enlivened by the students' greater awareness of the relevant constitutional issues.

Evaluation

Evaluation of this exercise could be achieved by means of incorporating relevant questions into essay exams. Perhaps the most telling information will arise from the visible increase in student interest and enthusiasm for the topic of Federalism.

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K-12 L.R.E. MATERIALS DONATION LIST

The following instructional materials have been donated to each California State University campus for use by credential students and their faculty.

CEEP'S INSTRUCTIONAL BOOKS

These materials are supplied to students on CSU campuses as part of the CEEP activities.

1. Introduction to Law-Related Education

   For use largely in social science teaching methods courses for future teachers, grade K-12. Contains information and sample lessons on four national LRE curriculum projects, plus teaching suggestions for professors in English-only and Spanish-English curriculum and methods classes..

2. Teaching With Case Studies

   A review of selections from college level teaching methods texts on case-study techniques, along with law-related education illustrations, designed to help university faculty to model the case study method in their classes.

3. Constitutional Concepts for Future Teachers

   A conversational question-response format reviewing basic constitutional facts and concepts dealing with separation/sharing of powers, popular sovereignty and limits on government power, along with suggestions about applying such concepts in the classroom.

NATIONAL INSTITUTE FOR CITIZEN EDUCATION IN THE LAW (NICEL)

605 G Street N.W., Washington, D.C. 20001
(202) 624-8217

1. Street Law (California Edition) with Street Law Teacher's Manual

   NICEL's basic secondary text, combining narrative and case problems in a wide variety of legal issues. Teacher's Manual provides excellent suggestion on conducting participating lessons (case study, simulation, etc.)

2. Great Trials in American History with Teacher's Resource Guide

   Provides text and activities for secondary students to consider 15 major trials and their impact on American History (from Milligan to Baake). Teacher's Resource Guide gives teaching suggestions and legal background.

3. Excel in Civics, with Teacher's Guide

A junior high (7-9) level book use text and action problems to explain major features in U. S. Governmer' structure and process. Teacher's Guide provides substantial background and additional cases for class use.

CONSTITUTIONAL RIGHTS FOUNDATION (CRF)
601 South Kingsley Drive, Los Angeles, CA 90005
(213) 487-5590

1. American Album: 200 Years of Constitutional Democracy
(student text and teacher manual)

Text and activities linking people, events, eras and issues already included in secondary U.S. History courses to a study of the Constitution and its place in American life.

2. To Promote the General Welfare: The Purpose of Law
(student text and teacher manual)

Text and activities exploring the purposes, scope and limits of law in five crucial periods in U.S. History: the colonial/revolutionary era, the war of 1812, the civil war, industrialization and the 1920s.

3. Of Codes and Crowns: the Development of Law
(student text and teacher manual)

Supplementary material for secondary World History/Culture courses, providing students with real-life activities which immerse them in the periods and places they study along with an introduction to the development of law in western civilization.

4. Police Patrol

A simulation for use in grades 7-12 examining pressures and fears that officers face from several points of view. Simple, easy-to-use kit with complete instructions. Opens up discussion of attitudes toward law enforcement, social problems and the justice system.

5. We, the jury

A simulation examining issues in jury selection and includes sample cases to illustrate the pivotal role of this crucial segment of the justice system.

6. Letters of Liberty

A documentary history of the constitutional period, the revolutionary war through ratification of the Bill of Rights. Provides historical commentary and documents from the Huntington Library collection. Secondary grades.

AMERICAN BAR ASSOCIATION (ABA),
(Special Committee on Youth Education for Citizenship)
750 N. Lake Shore Drive, Chicago, Illinois 60611
(312) 988-5725

1. Update on Law-Related Education

   Published three times per year, this journal provides current information on legal and constitutional issues for classroom teachers along with various teaching suggestions and lessons for all grade levels. The CEEP donation is a three year subscription.

2. Speaking and Writing Truth: Community Forums on the First Amendment

   Students portray judges, plantiffs, outraged citizens, city council members, and others as they enact these forms on freedom of speech and press (issues such as censorship, U.S. espionage laws, freedom of assembly, reporter shield laws, etc.). Grades 9-12.

3. Helping Children Understand the Constitution (elementary grades)
4. Celebrating Our Constitutional Heritage With Young People (secondary grades)

   These are handbooks of activities and resources for developing lessons about the constitution and the idea of constitutionalism for various grade levels.

SOCIAL STUDIES EDUCATIONAL CONSORTIUM
855 Broadway, Boulder, Colorado 80302
(303) 492-8154

1. Law in the Classroom: Activities and Resources

   Over 90 educational activities introducing students to legal issues and the justice system are accompanied by extensive guidelines for classroom use. Provides subject background and participatory lesson suggestions.

2. Lessons on the Constitution

   Collection of secondary level lessons on the constitution including excerpts from original documents, digests of Supreme Court cases, detailed lesson plans and reproducible worksheets. A Project '87 commemoration of the bicentennial. High School.

3. Law in U.S. History: Teacher Resource Manual

   A series of exercises using a wide variety of participatory teaching techniques links the study of U.S. History to law-related issues such as the constitutional basis of law, conflict between individual rights and the needs of society and power shifts between the branches of government. Grades 8-12.

LAW IN A FREE SOCIETY (CENTER FOR CIVIC EDUCATION) (LFS/CCE)
5146 Douglas Fir Road, Calabasas, CA 91302
(818) 340-9320

Four "preview" kits of LFS materials are included in the donation:

1. **Authority II** (grades 2-3) in English and the bilingual (Spanish-English) editions.

2. **Responsibility IV** (grades 6-7).

3. **Justice VI** (grades 11-12).

4. **Privacy I** (grades K-1) in English and the bilingual (Spanish-English) editions.

The preview kits contain a student book, teacher's guide, and the filmstrips and audiotapes for that level. This will provide sufficient LFS material for university instructors to demonstrate the LFS approach and for credential students to replicate given lessons. (A standard kit contains a full class set of student books.)

The range of LFS materials (six grade level kits each in four concept areas) is described on pp. 11-16 and 21-22 in Introduction to Law-Related Education. Two thirds of the LFS kits are designed for use in the elementary grades.

The curriculum content and outline is essentially the same for all grade levels for a given concept -- the wording has been adjusted to meet the developmental levels of the students.

The units in the **Authority** kits are:

I What is authority?

II How can we use authority?

III What are some considerations useful in selecting people to fill positions of authority?

IV What might be some common benefits and costs of authority?

V What should be the scope and limits of authority?

The units in the **Responsibility** kits are:

I What is responsibility?

II What might be some benefits and costs of fulfilling responsibilities?

III How should one choose among competing responsibilities, values and interest?

IV Who should be considered responsible?

The units in the Justice kits are:

I What is justice?

II What is distributive justice?
(Primary grades wording: How can you solve problems of fairness of who gets what?)

III What is correctived justice?
(Primary grades wording: How can you solve problems of fair ways to make things right?)

IV What is procedural justice?
(Primary grades wording: How can you solve problems of fair ways to find out things and make decisions?)

The units in the Privacy kits are:

I What is privacy?

II What factors might explain differences in privacy behavior?

III What might be some benefits and costs of privacy?

IV What should be the scope and limits of privacy?

LFS lesson materials are discovery oriented -- that is, there is little didactic text material. Students pursue a series of questions, simulations and problem solving exercises to acquire the subject matter. Case studies, mock hearings and other simulations are featured. The filmstrips also pose problems through an appropriate grade-level extended case-study about the concept. The teacher's guide provides suggestions on alternate approaches to teaching the units.

SCHOLASTIC
730 Broadway, New York, NY
(800) 325-6149

1. U.S. Constitution Then and Now

Students play the role of delegates at the Constitutional Convention, using the data base to research background and position on such issues as slavery, the New Jersey plan, and the Connecticut Compromise. Cases on the Bill of Rights are also included.